

MINUTES OF THE MEETING
EDUCATION SUBCOMMITTEE
50TH LEGISLATURE

January 23, 1987

The meeting of the Education Subcommittee was called to order by Chairman Dennis Nathe at 8:00 a.m. on Friday, January 23, 1987 in Room 104 of the State Capitol.

ROLL CALL: All members were present. Also present were Dori Nielson and Taryn Purdy of the Legislative Fiscal Analyst office, Norm Rostocki of the Office of Budget and Program Planning, and Deb Thompson, Secretary.

(Continued) OFFICE OF PUBLIC INSTRUCTION

Administrative Services: The funding of the foundation lawsuit before the supplemental was requested was summarized by Ray Shakleford. The lawsuit has required a system analysis. He cited the need for equipment and the changes in goals and objectives during the year that required administrative flexibility and funding shifts.

Special Services: Judy Johnson explained the "new money" coming in the form of grants. Maintenance for these new grants since 1981 have been put on a statewide level rather than local district, since the local district budgets fluctuate too much.

Taryn Purdy distributed the subcommittee action on the distributions to school program (Exhibit 1).

Norm Rostocki said that the Special Session III cuts had been incorporated in the budget. He mentioned that the transportation cuts that had been adopted in SSIII may leave the transportation insufficient to fund the schedules.

Gail Gray (210), director of special education for OPI, distributed statistical information regarding the special education appropriation request. (Exhibit 2) The department concurred that \$27,361,646 for each year cannot buy the same services. All of the needs of the handicapped could not be met. She pointed out the the school districts could not make up the difference. The department requested review of contingency funds so they could be restored from SSIII. School districts must provide maintenance of effort; if not they lose all federal funds.

Representative Peck (321) discussed the impact of the cuts. He pointed out that the foundation was protected but that special education was not and had to take the 2 percent cut.

Proponents

Michael Ainsworth, President of Montana Council of Administrators of Special Education, testified in support of the special education appropriation. (Exhibit 3)

Chris Volinkaky, lobbyist for developmentally disabled people, spoke about the concern for the kids and the cuts from SSIII. She urged the committee to reinstate the money.

Ray Beck, director of special services in Great Falls public schools, supported the OPI budget. He listed the local contributions and pointed out that the local contributions had increased while the state support had decreased.

Opponents There were no opponents.

Transportation: Ray Shackelford discussed the budget estimates and needs in regards to total amount of services.

School Foods: The agency concurred with the LFA budget, and mentioned that the reimbursement rate was adjusted to per capita income.

Secondary Vo Ed and Adult Basic Ed: Gene Christiaanson discussed the excess cost expenditures and the general fund appropriations (Exhibit 4). He pointed out that the department had experienced substantial impact from the cuts. He was concerned that a message was being sent about the importance of vocational education. (12-B)

Proponents

Curt Demars, senior at Denton High School, expressed his views. He listed courses that he was taking that broadened his experience. He said money was needed for upkeep on equipment.

Steve Wilcox, Kalispell vo-tech agriculture teacher, testified about his experience as a teacher in vo-tech agriculture.

Bill Olfert, executive director of Montana Council of Vo-ed, (109) voiced his concern about the future impacts. He said that occupational preparedness and skill development was an investment in the future (Exhibit 6).

Wayne Gillman (150) spoke in support of continued funding. He said that basic industry was important for the economy.

Senator Hammond discussed the importance of teacher training to keep up with current technologies. Gene Christiaansen mentioned the computer assisted drafting.

Jim Fitzpatrick from school district 1 in Helena (296), testified about his concern for the future of the young people (Exhibit 7). He said the district had been supportive of efforts to keep up with technologies. He mentioned the total number of students and the support by state, district, and federal funds. He discussed the student success stories. Since the dropout rate is so high across the country, strong support is needed for vocational education.

Gene Christiaanson distributed information showing where the federal vocational education act money goes (Exhibit 8). He discussed the competitive grants across the state. Project proposals written by instructors serve rural Montana high schools through Edgenet computer system.

Susan Butler, public affairs chairman for the Montana home economic association (513), spoke about the need for money for equipment maintenance (Exhibit 9).

Opponents: There were no opponents.

Adult Basic Ed: Bill Cumeen, adult education specialist in OPI, concurred with the LFA. He said that money comes from the interest generated from the educational trust fund, not the general fund. The federal money that is received must have a \$1 match for every \$10 received. Adult education offers secondary opportunity for people that haven't finished traditional secondary education program and assists them to obtain GED's. Gene Christiaanson pointed out that the program will require readers.

Proponents

Joann Erickson, director of adult education at Havre, demonstrated learning charts. She informed the committee about Project Plus a GED study at home, and other projects that help people were in need of basic skills. (048) She said that these learning programs needed staff and materials.

Senator Hammond questioned whether these people with learning problems were illiterate, migrant, or falling from the school system. Ms. Erickson explained that the per student cost for ABE was approximately \$125 and that the average age

of the people seeking adult basic education was the early 30's. The use of television and expanding technology, such as satellites to transmit classes, was discussed.

Pat O'Leary, superintendent of Helena adult learning center (255) testified that enrollments were high and there were waiting lists on all classes.

Gifted and Talented: Judy Johnson, from OPI, (364) discussed the importance of the program and how far the \$100,000 had been stretched. Montana's best and brightest students would be a benefit to the future.

Nancy Lukenbill, from OPI, asked for continued support for the gifted and talented program and indicated that approximately 15,000 students are involved in the Gifted and Talented Program. (Exhibit 10).

Paula Fascilla, former AGATE president from Kalispell, testified in support of the program. She distributed a copy of the Montana AGATE (Exhibit 11).

Doris Hastings, chairman of the state gifted and talented organization, spoke in support of the program (Exhibit 12).

(2-B) Chairman Nathe asked about the percent of students in G/T programs and if there was a uniform criteria of qualification for the gifted and talented program. Nancy Lukenbill responded that each school district has criteria according to district needs, since no state criteria has been determined or required. The present program is a response to the constitutional challenge to teach all students to their level of ability.

Karen Davidson, from Hardin, testified concerning the gifted and talented program and the skills that were developed by the students (Exhibit 13).

Brian Bailey, a Kalispell 6th grader, testified in support of the program (Exhibit 14).

Joshua Denny, also from Kalispell, testified in support of the gifted and talented program (Exhibit 15).

Willy Wolsenbach, Kalispell, spoke in support of the program. He supported the activities in the program such as vet medicine, algebra, and field trips.

Brook Clark, from Chief Joseph School in Great Falls, spoke in support of continued funding. She said the program challenged her mind and she had a clearer perspective.

Corina Wolsenbach testified in support of continued funding of the gifted and talented program. She said she was part of the program and had experienced various classes and activities.

Eric Johnson said the Helena High School program encouraged creativity and accomplishment and he supported funding for the program (233).

Jennifer Kaleczyc, Hawthorne School, said that the universities spend \$15 million on athletics or about \$600 per student. However, only 67 cents per student was spent on the gifted and talented program. She did not understand how sports could be 895 times more valuable than learning (Exhibit 16). (265)

Matthew Busby had been a participant in project promise that was part of the gifted and talented program. He said the program emphasized creativity and thinking and enabled him to be prepared for the honors program in high school. He felt that mediocrity would be the result if students were not challenged.

Erika Henry, a freshman at Helena High, takes 3 honors classes by choice. She supports the program because of the challenge to students. She pointed out the tough job market and the need for opportunities (Exhibit 17).

Ryan McGuire testified in support of the gifted and talented program (Exhibit 18).

Joselyn Wilkenson, a student at Helena High, spoke in support of the program. (Exhibit 19)

Angie Bary, a student at Helena High, was concerned about the cutting of funds and the consequence for the future.

Laura Monte, a senior at Helena High school, had been in project promise in grade school. She said the gifted and talented program motivates children to learn positivity and develop problem solving skills. (Exhibit 20)

Christy Bloukendel, senior at Helena High, supports the program. She is the alternate student representative to the state board of education (473). The honors program is important for Montana's future.

Julie Rook, Montana Education Association, supports the continued funding of the gifted and talented program at the current level of \$95,000 for each year of the biennium.

Claudette Morton, executive secretary to the board of public education, spoke in support of the program. She said this was a quality program and further cuts would be damaging.

Mike Anderson, principal in White Sulphur Springs, (544) testified in support of the gifted and talented program. He pointed out that Japan is first in education where the U.S. is twelfth (Exhibit 21).

Gail Cleveland, Great Falls, supports funding for the gifted and talented program (Exhibit 22).

Gayle Vidal, Kalispell, spoke in support of the gifted and talented program (Exhibit 23).

Phyllis Burks, a parent from the Kalispell school district, said the gifted and talented program fulfills a basic need for education. If this program is cut, the needs of the child may not be met. Without funding for the gifted and talented program, children will be average. She pointed out that parents may choose to leave Montana.

Connie Sample testified that she moved to Montana from Texas because of the state's gifted program. She said this program was a vital part of her children's life and that it expanded their interest and incentive (Exhibit 24).

Steve Armstrong, a teacher, spoke about the broad spectrum of programs within the gifted and talented program. He felt that mediocrity would result without the program.

Karen Richardson, Sommers trustee in the Flathead County school district, supports the gifted program. She felt it was a benefit to teachers to be able to provide that added dimension for children. (Exhibit 26)

Diane Denny, second grade teacher from Kalispell and parent of a gifted and talented student, said she had moved just to participate in the program (270). She felt leadership skills and creative problem solving were important.

Linda Kol, from Colstrip, supports the gifted and talented program. She stated that Colstrip had an original grant to get the program started but now funds most of the program. She felt the program to be a benefit to the students.

Yohana Benjamen, teacher from Marian and parent of a gifted and talented student, testified in support of the program. She said with the help of the program students go beyond textbooks and develop higher thinking. (Exhibit 28, 28a)

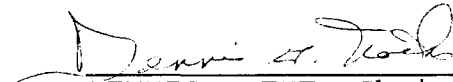
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Phyllis Burks again spoke in support of the gifted and talented program (412).

Angela Bailey, from the Rocky Mountain Talent Search, said that students in the gifted program were five years above their grade level.

ADJOURNMENT: The meeting was adjourned at 12:00. The next meeting was announced for 7:30 Saturday, January 24.


DENNIS NATHE, Chairman

dt/1-23

EDUCATION SUB COMMITTEE

Date

1/23/87

CS-30

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) OPIDATE 1-23-87DEPARTMENT Gifted + Talented

NAME	REPRESENTING	SUP- PORT	OP- POSE
<i>Pat Gray</i>	<i>OPI</i>	✓	
STEVE ARMISTEAD	Helena School District	✓	
LINNEA GILHARDI	HELENA SCHOOL DISTRICT	✓	
ERICA HENRY	HELENA SCHOOL DISTRICT	✓	
Ray Shackelford	OPI	✓	
Tom Chesham	OPI	✓	
Jane Wilkerson	Helena High School	✓	
Way Johnson	OPI	✓	
Lara Maughan	Helena High School	✓	
Angela Ibara	Helena High School	✓	
Gene Christensen	OPI	✓	
Cris Valinsky	ED	✓	
<i>Pat Salmon</i>	Mont. Vocational Center	✓	
<i>Jane Wilcox</i>	Head Teacher School	✓	
<i>Patricia</i>	Mont. Council of Special Education Administrators	✓	
Jeanne Erickson	Mont. Assoc. Adult/Community Ed	✓	
My Bennett	President Mont. Co Ag Teachers Bozeman High School Bozeman	✓	
Arthur Lukulich	Office of Public Instr.	✓	
Julie Burk	MT. Education Assoc.	✓	
Paula Fawcett	MT. ASSOC. GIFTED/TALENT	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT
 IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

SUBCOMMITTEE ACTION

Agency: Office of Public Instruction

Program: Distribution to Schools

Program	FY 1986 Actual	Fiscal 1988				Fiscal 1989			
		Executive	Current Level	Difference	Executive	Current Level	Difference		
Special Education	\$27,450,020	\$27,361,646	\$27,361,646	\$ -0-	\$27,361,646	\$26,361,646	\$ -0-		
Special Education Cont.	392,443	400,000	400,000	-0-	400,000	400,000	-0-		
Transportation	6,048,428	5,781,000	6,200,918	(419,918)	5,781,000	6,200,918	(419,918)		
School Foods	626,910	622,250	594,751	27,499	622,250	594,751	27,499		
Secondary Vo-Ed	500,000	400,000	450,000	(50,000)	400,000	450,000	(50,000)		
Impact Aid	5,000	5,000	5,000	-0-	5,000	5,000	-0-		
Gifted and Talented	97,475	95,000	95,000	-0-	95,000	95,000	-0-		
Adult Basic Education	147,523	156,258	147,523	8,735	156,258	147,523	8,735		
Total	\$35,267,799	\$34,821,154	\$35,254,838	\$(433,684)	\$34,821,154	\$35,254,838	\$(433,684)		
<u>Funding</u>									
General Fund	\$35,120,276	\$34,664,896	\$35,107,315	\$(442,419)	\$34,664,896	\$35,107,315	\$(442,419)		
Coal Tax	147,523	156,258	147,523	8,735	156,258	147,523	8,735		
Total	\$35,267,799	\$34,821,154	\$35,254,838	\$(433,684)	\$34,821,154	\$35,254,838	\$(433,684)		
<u>ISSUES:</u>									
Add to (Subtract from)				Committee Action					
LFA Current Level				Fiscal 1988		Fiscal 1989		Fiscal 1989	
1. School Foods		\$ 27,499	\$ 27,499						
2. Transportation		(419,918)	(419,918)						
3. Secondary Vo-Ed		(50,000)	(50,000)						
4. Adult Basic Education		8,735	8,735						



1-23-87

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3085

Ed Argenbright
Superintendent

January 20, 1987

TO: Chairman Nathe and Members
Appropriation Subcommittee for Education
and Cultural Resources

From: Gail Gray
Director of Special Education
Department of Educational Services
Telephone: 444-4429

Attached is statistical information regarding the Special Education appropriation request.

Attachments

2a

PROPOSAL OF STATE FUNDING FOR SPECIAL EDUCATION

Superintendent of Public Instruction

	1987-88	1988-89	TOTAL BIENNEUM
Gen. Appropriation	\$ 27,361,646	\$27,361,646	\$ 54,723,292
Contingency	<u>500,000</u>	<u>500,000</u>	<u>1,000,000</u>
	\$ 27,861,646	\$27,861,646	\$ 55,723,292

Governor

Gen. Appropriation	\$ 27,361,646	\$27,361,646	\$ 54,723,292
Contingency	<u>400,000</u>	<u>400,000</u>	<u>800,000</u>
	\$ 27,761,646	\$27,761,646	\$ 55,523,292

Legislative Fiscal Analyst

Gen. Appropriation	\$ 27,361,646	\$27,361,646	\$ 54,723,292
Congingency	<u>400,000</u>	<u>400,000</u>	<u>800,000</u>
	\$ 27,761,646	\$27,761,646	\$ 55,523,292

MONTANA OFFICE OF PUBLIC INSTRUCTION - SPECIAL EDUCATION UNIT
STATEWIDE SUMMARY OF HANDICAPPED STUDENTS
BY AGE - DOMINANT HANDICAP
(Count Taken - 12/01/85)

AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	NC	DB	MH	TOTAL
1			3		3	7		4		12			29
2	2		5			9		2		26		1	45
3	4		14	1	6	69		2		102		5	203
4	8	1	15	2	9	124	2	1	1	206		7	376
5	10	4	33	3	8	668	3	41		176	2	25	973
6	8	1	47	10	16	908	3	233	14			13	1253
7	8	2	83	8	7	779	5	435	16		1	21	1365
8	11	1	67	13	12	633	11	625	29			24	1426
9	10	3	85	11	10	417	3	667	42		2	8	1258
10	4	3	92	15	8	212	4	705	53			19	1115
11	7	1	78	10	7	136	5	683	57		1	10	995
12	12	1	82	8	6	69	5	705	52		1	15	956
13	6	1	86	6	6	48	2	707	69		1	22	954
14	7		90	18	7	35	4	713	77		1	22	974
15	7		100	16	6	22	4	666	91		1	21	934
16	8	1	101	19	4	16	5	565	59			16	794
17	4	1	92	15	2	15	1	476	33			12	651
18	5		72	5	2	7	2	257	16		1	17	384
19			42	1	1	6		59	1		2	4	116
20		1	24	1		3		8	1		2	7	47
21			6			1		1			2	1	11
TOTAL 121 21 1217 162 120 4184 59 7555 611 522 17 270 14859													

SCHOOL AGE (5/21) 12/1/85:

107	20	1180	159	102	3975	57	7546	610	176	17	257	14206
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SCHOOL AGE (5-21) 12/1/84:

96	14	1308	138	87	4462	47	7608	664		16	309	14749
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NET CHANGE:												
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+11	+6	-128	+21	+15	-487	+10	-62	-54		+1	-52	-543
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% CHANGE:												
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+10	+30	-10.8	+13	+15	-12	+18	-.8	-9	NA	+5.9	-20	-3.8 SA
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**% TOTAL MT ENROLLMENT												-3.4 TOTAL
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.07	.01	.77	.10	.07	2.58	.04	4.90	.40	.11	.01	.17	9.23
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***% NATIONAL:												
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.12	.12	1.60	.16	.12	2.85	.05	4.67	.85		.00	.14	10.57
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% OF SPECIAL ED:												
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.81	.14	8.19	1.09	.81	28.16	.40	50.84	4.11	3.51	.11	1.82	99.99
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* TOTAL MONTANA SCHOOL POPULATION AGES 5-12 10/1/85: 153,864

**TOTAL HARD OF HEARING AND DEAF

HH - Hard of Hearing

D - Deaf

MR - Mentally Retarded

OH - Other Health Impaired

OI - Orthopedically Impaired

SI - Speech Impaired

VI - Visually Impaired

LD - Learning Disabled

ED - Emotionally Disturbed

DB - Deaf Blind

MH - Multihandicapped

NC - Noncategorical Handicap
(Age 5 and Below Only)

2c

1985-86 SCHOOL YEAR

School	Approved Allow. Costs 2%	Exp. of Allow. Costs	Difference
Chinook Elem.	\$ 35,046	\$46,090.74	\$11,044.74
Chinook H.S.	22,817	25,470.43	2,653.43
Great Falls Elem.	1,320,067	1,539,361.07	219,294.07
Great Falls H.S.	791,137	1,090,243.23	299,106.23
Havre Elem.	335,143	347,566.61	12,423.61
Havre H.S.	168,595	148,750.10	- 19,844.90
Malta Elem.	83,197	95,745.54	12,548.54
Outlook Elem.	8,981	15,416.10	6,435.10
Plentywood Elem.	50,458	70,560.27	20,102.27
Butte Elem.	966,404	1,006,828.24	40,424.24
Butte H.S.	621,741	710,600.28	88,859.28
Galata	5,298	5,406.00	108.00
STATEWIDE TOTAL	\$27,451,564	\$33,219,090.59	

<u>School</u>	<u>County</u>	<u>Description</u>	<u>Amount</u>
Hardin HS #1	Big Horn	Res RM Instructor	6,875
Hardin Elem #17-H	Big Horn	.5 Aide	3,240
Chinook HS #10	Blaine	Homebound Service	360
Bear Paw Cooperative	Blaine	Addit Sch Psychologist	10,813
Chinook El #10	Blaine	Half-time Aide for MP	825
Great Falls HS #A	Cascade	1 Hr Per Day Aide	1,030
Simms HS #F	Cascade	Additional Sp Ed Assist	2,400
Great Falls HS #1-A	Cascade	Sp Ed Teacher to Serve EM	17,000
Custer Co HS #1	Custer	Half-time Sp Ed Aide	2,604
Glendive Elem #1	Dawson	Half-time Sp Ed Aide	3,500
Baker HS #12	Fallon	Educ Costs of Hosp Eval	900
Lewistown Elem #1	Fergus	Homdbd Placmt/Indep Eval	1,000
Lewistown El #1	Fergus	Indep Evaluation for KEB	390
Flathead Cooperative	Flathead	Two Interpreter Aides	15,000
Flathead Co Rural Coop	Flathead	Independent Evaluation	350
Evergreen El #50	Flathead	Educ Costs of OOD for PCM	6,500
Manhattan Elem #3	Gallatin	Spec Educ Aide Time	2,668
Belgrade Elem #44	Gallatin	6 Hr a Day Aide/OT & PT	11,775
Gallatin Gateway #35	Gallatin	A Deaf Interpreter	6,238
Bozeman Schools #1	Gallatin	Tuition for JCL	4,362
Ross School #52	Garfield	Half-time Sp Ed teacher	2,700
Benzien Elem #30	Garfield	Half-time Aide	2,700
Davy Elem #12	Hill	Half-time Sp Ed Aide	2,160
Basin Elem #5	Jefferson	3 Hr Per Day Aide	2,970
Boulder Schools #1	Jefferson	Out-of-dist Plcmt JLS	8,500
Polson Elem #23	Lake	6 Hr A Day Aide	6,138
Ronan El #30	Lake	Homebound Prog for JB	900
Helena HS #1	Lewis & Clark	Interpreter Aide	7,500
Libby HS #4	Lincoln	30-day Homebound PG CB	738
Libby Elem #4	Lincoln	Cost of 2 Indep Evals	600
Libby HS #4	Lincoln	Homebound Prog for DC	135
Alberton Elem #2	Mineral	Half Funding Sp Ed Teacher	4,267
Potomac Elem #11	Missoula	Addit Sp Ed Teacher Time	4,741
Seeley Lake #34	Missoula	Aide	2,808
Lolo Elem #7	Missoula	Half-time Sp Ed Aide	4,764
Missoula Co HS #1	Missoula	PT and an Aide for MB	7,110
Missoula Elem #1	Missoula	Educ Costs of Res Placmt	1,920
Missoula Elem #1	Missoula	OOS Tuition for BR	3,708
Missoula Elem #1	Missoula	OOD Placement	16,266
Missoula Co HS #1	Missoula	Educ Costs of Res Placmt	2,086
Hellgate Elem #4	Missoula	Asst in Hiring Teacher	8,000
Roundup Elem #55	Musselshell	3-hr Per Day Aide	2,730
Livingston Elem #4	Park	Full-time Aide	6,000
Wilsal Elem #J53-38	Park	Half-time Sp Ed Aide	2,652
Second Creek Elem #6	Phillips	Additional Sp Ed Aide	1,716
Dodson Elem #2-A/C	Phillips	3-hr Per Day Aide	3,062
Malta HS #A	Phillips	Add Costs for Svcs of KW	1,865
Dupuyer Elem #2	Pondera	Half-time Sp Ed Aide/Teacher	8,690
Valier Elem #18	Pondera	Indep Evaluation	1,000
Stevensville HS #2	Ravalli	Deaf Interpreter Aide	7,218
Florence-Carlton El #15-6	Ravalli	Cost of Indep Instructor	860
Fairview Elem #13	Richland	OT & PT	600
Brockton Elem #55	Roosevelt	Half-time Spec Ed Aide	3,200

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Ashland Elem #32J	Rosebud	A Self-cont Classrm Instr	20,000
Colstrip HS #10	Rosebud	Purchase of PT	800
Lame Deer Elem #6	Rosebud	OOD Placmt Cost for CS	6,760
Colstrip HS #19	Rosebud	Two OOD Placements	15,000
Sanders Co Cooperative	Sanders	Spec Ed Aide	9,000
Medicine Lake Elem #7	Sheridan	Psychological Counseling	540
Butte Elem #1	Silver Bow	Deaf Interpreter/Aide	10,247
Butte HS #1	Silver Bow	Educ Costs of OOD Placmt	6,500
Butte HS #1	Silver Bow	Educ Costs of OOD for JEH	6,620
Dutton Elem #28	Teton	Part-time Aide	3,150
Nashua HS #13E	Valley	Education Costs	7,260
Nashua Elem #13	Valley	1-hr Per Day Aide for TN	900
Billings Elem #2	Yellowstone	Visual Instructor	19,702
Lockwood Elem #26	Yellowstone	Self-cont Instru/OOD Placmt	26,760
Laurel Elem #7-70	Yellowstone	A Spec Ed Aide	8,744
Custer Elem #15	Yellowstone	Half-time Sp Ed Instr/Fam Couns	5,465
Canyon Creek Elem #4	Yellowstone	OOD Cost for JLC	6,760
Huntley Proj Schl #24	Yellowstone	Cost of OOD Placmt WG/AL	9,373
Laurel HS #7	Yellowstone	Half-time Aide for CW	2,029

mec4

STATE CONTINGENCY REQUESTS NOT AWARDED DUE TO DEPLETION OF FUNDING

- | | | |
|-----|--|--|
| 1. | Havre | Out of District Placement |
| 2. | Central MT Learning
Resource Center | Fund service for newly identifies
Preschool handicapped child |
| 3. | Bear Paw Learning
Resource Center | New Position |
| 4. | Yellowstone-West/Carbon
County Coop | Out of District Placement |
| 5. | Deer Lodge Elem | Out of District Placement |
| 6. | Eastern Yellowstone
Cooperative | Out of District Placement |
| 7. | Phillipsburg | Aide |
| 8. | Helena | Physical Therapy |
| 9. | Kalispell | Out of District Placement |
| 10. | Yellowstone Boys &
Girls Ranch | Teacher |
| 11. | Libby | Homebound Program |
| 12. | Northcentral Learning
Resource Center | Aide |
| 13. | Sidney | Out of District Placement |
| 14. | Sutherland/Sand
Coulee | Aide |
| 15. | Gallatin/Madison | Occupation & Physical Therapy Service |

It must be noted that most districts ceased requesting contingency funding after the word was circulated that the funding was gone.



MONTANA COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
AN AFFILIATE OF SCHOOL ADMINISTRATORS OF MONTANA

TESTIMONY

This testimony is given in support of the Special Education Appropriation. However, I would recommend that the appropriation be increased from its current level to the original 1986-87 budget level. This recommendation is made for the following reasons:

First, all children should receive equal or comparable treatment under the law. This equality in treatment should extend to the provision of equal educational opportunity for handicapped children. Educational opportunity for handicapped children is in part proportionate to the level of commitment in funding provided by the legislature.

Second, the increase in funding is necessary to offset losses in the Special Education Appropriation that were not experienced by the Foundation Program. Based on figures released by the Office of Public Instruction on January 5, 1987 the 2% decrease in funds resulted in a decrease in funding of \$547,067.

Third, Special Education has been funded at a level significantly below the Foundation Program since 1982.

Fourth, because of the decrease in available state funds and the difficulty of generating additional local funds it is becoming increasingly difficult for districts to meet the maintenance of effort requirements for continued federal funding. This could result in the loss of additional funds that we depend on to provide services to handicapped children.

For the reasons cited it is felt that the level of funding suggested is appropriate. I hope that during your deliberations you will take into consideration the testimony given here today and provide the funding necessary to meet the educational needs of handicapped children in Montana.

Submitted by,

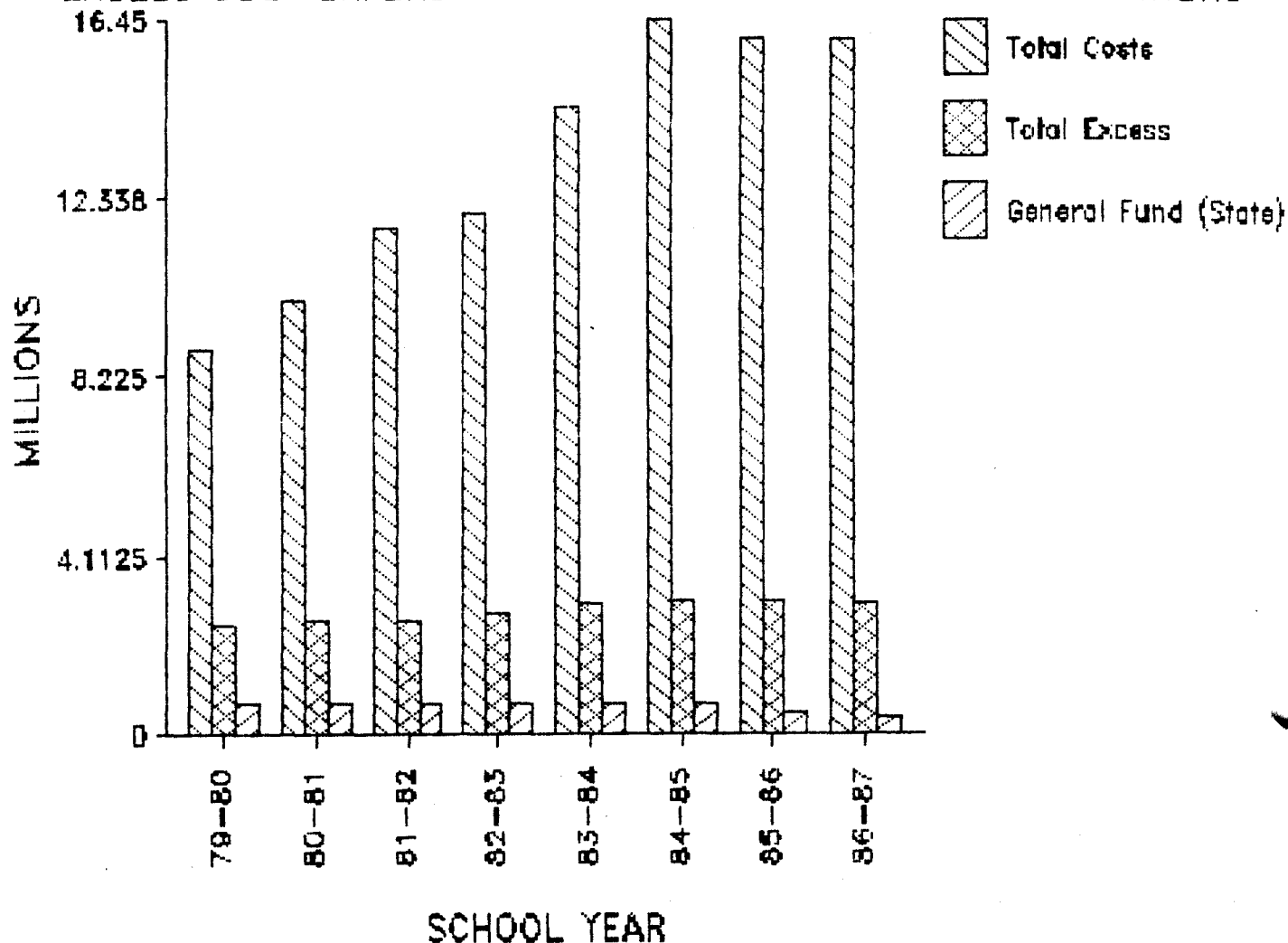
A handwritten signature in black ink, appearing to read "Michael T. Ainsworth". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Michael T. Ainsworth, President
January 23, 1987

1-223-57

SECONDARY VOCATIONAL EDUCATION 1979-1987

EXCESS COST EXPENDITURES AND GENERAL FUND APPROPRIATIONS



	1979-80	1980-81	1982-82	1982-83	1983-84	1984-85	1985-86	1986-87
					Nation at Risk		Year of Academics	
TOTAL COSTS	8,881,813	9,979,768	11,675,056	12,000,000	14,447,664	16,452,000	16,036,858	16,000,000*
TOTAL EXCESS	2,525,058	2,651,893	2,649,561	2,800,000	3,000,000	3,075,705	3,111,598	3,000,000*
GENERAL FUND (STATE)	750,000	750,000	750,000	750,000	750,000	750,000	500,000	417,580
HEAD COUNT	16,593	17,769	18,139	18,622	18,331	18,646	17,770	18,476
TOTAL 9-12 ENROLLMENT					45,666	45,951	45,755	
ANB	22,124	23,559	24,186	24,829*	24,442	24,861	23,694	24,634

*Projection

Actual expenditures of total cost and excess costs are reported after the fiscal year.

BILL COOPER
Superintendent
KEN SIDERIUS
Asst. Superintendent
PAT LEE
Dir. of Special Services

TOM TRUMBULL
Business Manager
GARY ROSE
Administrative Aide

SCHOOL DISTRICT NO. 5

PHONE 755-5015 - 233 1ST AVE. EAST - KALISPELL, MONTANA 59901

FLATHEAD HIGH SCHOOL
Principal: William J. St. John
233 1st Ave.

KALISPELL JUNIOR HIGH
Principal: Jimmy M. McQuinn
233 1st Ave.

LINDERMAN SCHOOL
Principal: Joseph M. Cooper
233 1st Ave.

EDGERTON SCHOOL
Principal: Rick Davis
233 1st Ave.

PETERSON SCHOOL
Principal: Rick Davis
233 1st Ave.

ELROD SCHOOL
Principal: Rick Davis
233 1st Ave.

HEDGES SCHOOL
Principal: Rick Davis
233 1st Ave.

RUSSELL SCHOOL
Principal: Rick Davis
233 1st Ave.

January 22, 1987

Mr. Dennis Nathe, Chairman
Education Subcommittee of the Appropriations Committee
50th Legislative Session, State Capitol
Helena, Montana 59601

Dear Mr. Chairman and Members of Committee:

My name is Steve Wilcox, and I am in my 15th year of teaching Vocational Agriculture at Flathead High School in Kalispell, Montana. I am here today to speak on behalf of the administration and staff, advisory council, parents, and students of vocational education.

We are concerned that this committee will continue to reduce the funding for secondary vocational education which is so vital for the continuation of programs in the schools in Montana. Just last June we saw our excess funds cut by 20% when other areas in education were asked to take a 5% reduction.

Our school district's secondary vocational program receives 1/3 of its budget from this excess funding and without it we would be reduced to almost no program at all.

Research has shown that a greater number of students are staying in secondary schools and are entering the labor market directly out of high school. The skills needed by these students can only be acquired through adequately equipped and staffed vocational programs.

Considering also that approximately 80% of the jobs in America do not require a college degree and only 6% of those starting college earn a 4-year degree, it is important to insure a strong agricultural economy through vocational education in Montana.

Let us not destroy the opportunities of our young people by making cuts in funding where it is needed most.

Thank you.



Steve Wilcox, Vocational Agriculture Instructor

SCW/tes

5

VOCATIONAL AGRICULTURE. LEARNING THROUGH EXPERIENCE

THE PURPOSE OF SECONDARY VOCATIONAL AGRICULTURE

Secondary Vocational Agriculture provides students with skills, knowledge, personal experience and growth for employment or for advanced training beyond high school in the following areas:

1. Agricultural Production (Farming, Ranching)
2. Agricultural Sales (Chemicals, Machinery, Feed, Seed)
3. Agricultural Service (Extension, Teaching, SCS, Banking, Computer Business Analysis)
4. Agricultural Mechanics (Assembly, Maintenance, Repair)
5. Agribusiness (Marketing, Vet., Private Research)

Vocational Agriculture provides intelligent practical application of math, science, and English, as well as vocational, social and personal skills necessary for entering the field of agriculture.

Vocational training is characterized by a high degree of individualized 'hands on' training, teamwork and cooperative learning. Vocational training, for many, makes academic work more meaningful. The National Commission on Secondary Vocational Education reported that many students said that they would have dropped out of high school if they had not had the opportunity to take vocational courses in high school.

VOCATIONAL AGRICULTURE 'UNIQUE TRAINING'

Motivation is critical in the effective education of high school students. Vocational Agriculture is truly unique, with student, teacher, parent working closely together with the private sector to develop a well trained individual ready to be a productive part of the community. The student, parent, and vocational agriculture instructor are a hard team to beat.

NECESSARY TRAINING FOR MONTANA'S BASIC INDUSTRY

Recent scrutiny of the nation's secondary schools has highlighted deficiencies in the academic preparation of students. A commitment to strengthening education has been the result. This is necessary but let us not forget the students' right of choice. Secondary Education is not just for college bound students! APPROXIMATELY EIGHTY PERCENT OF THE JOBS IN AMERICA DO NOT REQUIRE A COLLEGE DEGREE AND ONLY SIX PERCENT OF THOSE STARTING SCHOOL EARN A 4 YEAR DEGREE! (National Center for Career Education). With these statistics it is important to insure a strong agricultural economy in the state of Montana through Secondary Vocational Agriculture Education.

WHAT DOES IT COST?

State vocational funds are used to pay a portion of those costs which exceed the costs of a typical classroom (i.e., English, Social Studies). These funds give an incentive for schools to provide these more costly programs. State vocational education funds are used for major equipment, minor equipment, supplies, extended contracts and instructional travel.

The following is the comparison for the cost of Vocational Agriculture programs and the share of state funding from 1981-1987.

<u>SCHOOL YR</u>	<u>TOTAL COST</u>	<u>EXCESS COSTS</u>	<u>STATE FUNDING</u>
80-81	\$1,813,077	\$698,058	\$272,938
81-82	\$1,988,680	\$678,509	\$204,634
82-83	\$1,918,993	\$610,973	\$191,734
83-84	\$2,234,300	\$766,834	\$188,065
84-85	\$2,349,910	\$713,953	\$196,653
85-86	\$2,467,584	\$756,130	\$119,359
86-87	\$2,543,924	\$764,745	\$ 96,375

The decline in state support in comparison with the increased cost of Vocational Agriculture programs makes it even more difficult to provide the services necessary to help turn the Montana farm economy around.

5a

1-25

TESTIMONY BEFORE EDUCATION SUBCOMMITTEE

January 23, 1987

Secondary Vocational Education

The Montana Council on Vocational Education recognizes and respects the tough budget decisions that you as legislators will be making concerning the future of education in the State of Montana. We would, however, ask careful consideration to the positive present and future impact the maintenance of a quality vocational education delivery system at the secondary level will have upon our state.

In November of 1986, the Council conducted a survey of all 163 operating high school districts in Montana in an effort to assess the financial distribution of federal vocational education monies. Included in that survey was a request for open-end responses to the projected vocational education needs of the school districts. One hundred twenty-six district administrators or vocational education coordinators (77%) responded. Sixty-one of these indicated that funding for their programs were either inadequate or at a critical level.


The vast majority of respondents indicated that they are currently unable to maintain the level of instruction necessary to stay abreast of the needs of business and industry. The major reason given was the lack of funding to purchase supplies and equipment addressing high technology. If this is true, one would have to question how competitive Montana students will be as they enter the labor market.

The Council supports the OPI request of \$450,000 in excess cost funding for each year of the 1989 biennium. We are concerned that further reduction or elimination of this funding will send a signal to already financially strapped school districts that support of vocational education programs is not important. These programs may be targeted for elimination since their maintenance is not necessary for accreditation purposes.

Reduction in quality vocational education programs will radically increase the approximate number of 2,200 students across Montana who start the tenth grade every fall and do not graduate from high school. What is happening to these young people? Increasing academic offerings and reducing vocational education opportunities will not result in a more meaningful curriculum. We must strive for a balanced system of academic and vocational education if we are to meet the needs of the "neglected majority" of our high school students.

If the Department of Labor statistics are correct, 80 percent of our students will not need a four-year degree to enter the labor market. This is where secondary vocational education's role of occupational preparedness and skill development become so vital if we are serious about economic development. Funding for these excess costs incurred for operating vocational education programs is an investment in our future.

Thank you.


William C. Olfert, Executive Director
Montana Council on Vocational Education

6

January 16, 1987

MEMORANDUM

To: Representative Dennis Nathe, Chairman
Appropriations, Finance & Claims Joint Subcommittee

From: Jim Fitzpatrick, Coordinator Secondary Vocational Education,
Helena School District No. 1, Helena, Montana 59601

Re: Testimony in support of the Secondary Vo-Ed appropriation

I am submitting this memorandum in support of the Secondary Vocational Education appropriation for the next biennium.

Vocational education is a significant part of high school education. In a broad sense, it is concerned with developing individual student skills and attitudes, communication computational and technological literacy, employability skills, occupational skills and establishes a foundation for career planning and lifelong learning.

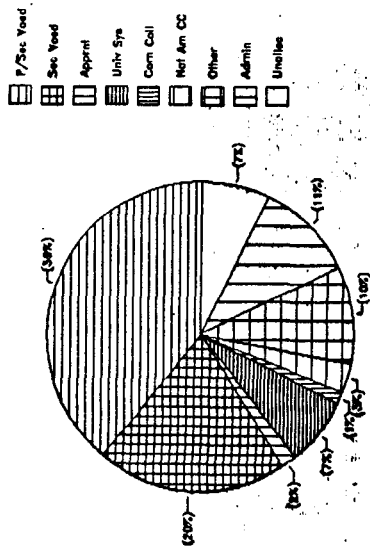
These funds are critical for program continuation and development in Montana schools. Vocational Education is more costly than other school programs and the funds have been earmarked in the original legislation to cover "excess program costs". In these difficult economic times, Vocational Education programs are essential for developing student employability skills, providing a basis for continuation to post secondary education, reducing dropout rates and youth unemployment.

The current student enrollment in Vocational Education programs for the 1986-87 school year in Helena School District No. 1 inclusive of students that are enrolled in one or more Vo-Ed programs and Cooperative Education programs is 2896. The 1986 allocation of State funds to the District was \$28,146.82, or approximately \$9.72 per student.

In closing, I urge your support for continued funding of Montana's Secondary Vocational Education programs.

7

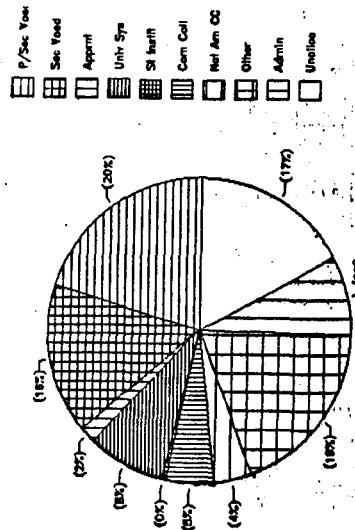
WHERE THE FEDERAL VOCATIONAL EDUCATION ACT BOLLINGS 80
TOTAL AVAILABLE FY 1985 \$3,234,139*



FISCAL YEAR 1985

*Includes Carry-In of \$852,021 from FY 84

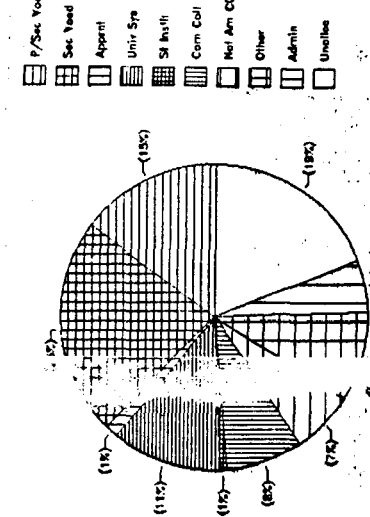
WHERE THE FEDERAL VOCATIONAL EDUCATION ACT BOLLINGS 80
TOTAL AVAILABLE FY 1986 \$2,794,200*



FISCAL YEAR 1986

*Includes Carry-In of \$854,000 from FY 85

WHERE THE FEDERAL VOCATIONAL EDUCATION ACT BOLLINGS 80
TOTAL AVAILABLE FY 1987 \$2,264,910*



FISCAL YEAR 1987

*Includes Carry-In of \$114,000 from FY 86

January 23, 1987

TESTIMONY
For
Vo-Ed Funding

My name is Susan Butler and I am the Public Affairs Chairman for the Montana Home Economics Association.

The Montana Home Economics Association unanimously supports the continuance of the general fund appropriation of 450,000. per fiscal year of the 1989 biennium in recognition of the benefits provided to secondary students through vocational education.

As a Home Economics teacher, I would like to convey to you the need for vocational education funding. This money is utilized to maintain sewing machine repairs, purchase worn out equipment, and update obsolete textbooks. This money provides no-frills spending and is essential for the continuance of quality vocational education programs. Without this funding our programs can not exist.



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

TO: Chairman Nathe and Members
Appropriation Subcommittee for
Education & Cultural Resources

FROM: Nancy Lukenbill, Specialist
Gifted & Talented Programs
Department of Educational Services
Office of Public Instruction
444-4422

Attached is information regarding gifted education.

STATEMENT OF:
Nancy Lukenbill, Specialist
Gifted & Talented Programs
Office of Public Instruction
on behalf of State Funding
for Gifted and Talented Programs in Montana
January 23, 1987

My name is Nancy Lukenbill. I am the Specialist for Gifted and Talented Programs for the Office of Public Instruction. I am speaking here today on behalf of the Office, who is in full support of continued state funding for gifted and talented programs. We concur with the appropriation recommendation of \$95,000 from the Governor and Legislative Fiscal Analyst.

There are an estimated 15,000 gifted and talented children in Montana who have the capacity to reach beyond the regular curriculum available to them in their respective schools. These students must be given the opportunity to acquire advanced content, build on critical thinking, problem solving and skills for creative production.

Today's chief executive officers, entrepreneurs, and other leaders such as yourselves have a real stake in preparing persons who will someday succeed you and occupy similar positions of responsibility. For the past six years the Montana Legislature has shown a commitment to building the foundation for gifted and talented programs by appropriating \$100,000 each year. This amount, of course, was not sufficient to meet the needs of all schools in Montana. The allocated amount has funded 122 school districts ranging from Carter to Billings. The money has been distributed on a competitive grant basis with an average of 32 grant awards each year.

Extraordinary strides have taken place across the state by school districts which have introduced a variety of operational models and include services to gifted handicapped (such as Kalispell), and minority/culturally diverse populations such as Hardin, Browning and Poplar. Funds have also assisted with local planning and development, direct services to students; 1) such as the development of an archeological study shared between the Corvallis and Victor schools and 2) an increase in the College Board Advanced Placement Programs at high schools such as Cut Bank, Plains, Bozeman and Polson. Telecommunication programs have networked from Blue Sky to Florence, and summer institutes for gifted students have developed at five universities across the state. An additional statewide effort has been the development of the Future Problem Solving Bowl designed through the Butte school system. Both single district and cooperative efforts such as Yellowstone, Sun River, Conrad and Livingston Cooperatives have been designed to use the dollars received in the most efficient manner.

This state is struggling with many critical problems that could define the future course of this state for years. We are grappling with ways to expand our economy, while balancing our budget. We are searching for a means to compete more effectively in the national and international market place...we MUST not be shortsighted in our search for solutions to these problems. Montana's gifted and talented students offer us the tools by which to forge future creative solutions.

With the support of the 50th Legislature, students with advanced intelligence, creative thinking and a bold curiosity about the world in which they live, will have the opportunity to play a far more demanding and innovative role in Montana's future.

GIFTED AND TALENTED PROGRAMS IN MONTANA
OFFICE OF PUBLIC INSTRUCTION
UPDATE 1986-87

1) Number of public elementary and secondary school age students in Montana: 153,327

2) Projected percent of gifted and talented students in Montana:

1 percent	1,533 students
3 percent	4,600 students
5 percent	7,666 students
10 percent	15,333 students

3) Total amount provided through the Office of Public Instruction:

State Funds

1981-82	\$ 33,892
1982-83	144,544
1983-84	97,283
1984-85	102,717
1985-86	98,000 (B. Cut)
1986-87	91,129 (B. Cut)

4) Additional teacher training funds used for gifted education:

Education for Economic Security Act P.L. 98-377: 6,955

Mathematics for Highly Gifted

87 teachers participated from 38 districts

Science for Highly Gifted

90 teachers from 49 districts

National Diffusion Network Training

Project Success Enrichment--Language Arts for Gifted Students
Grades 2-8

122 teachers from 37 districts

Critical Analysis and Thinking Skills for grades 6-12

97 teachers from 43 districts

5) A complete listing of school districts receiving state funds since 1981 is attached (Appendix I).

6) Number of gifted and talented programs with identification process or in the developing stages using local, state or block grant dollars: 130 (See Figure 1 for historical breakdown.)

- 7) Numbers of gifted and talented students being served to include the following performance areas: intellectual, academic aptitude, creative and productive thinking, leadership, visual and performing arts--1986 figures:

Grades K-6	Grades 7-8	Grades 9-12	Total
2,500 students	1,050 students	950 students	4,500

- 8) At present, 25 high schools are offering Advanced Placement Courses from the College Boards/Denver. This is an increase of 10 programs over the past two years.

- 9) Does Montana have mandatory state legislation for gifted and talented education? No.

Permissive legislation is under Montana School Laws 20-7-901 through 20-7-907.

- 10) Under which department within the Office of Public Instruction is Gifted and Talented housed: Department of Educational Services

Submitted by:

Nancy Lukenbill, Specialist
Gifted and Talented Program
Department of Educational Services
Office of Public Instruction

January 1987

Attachments

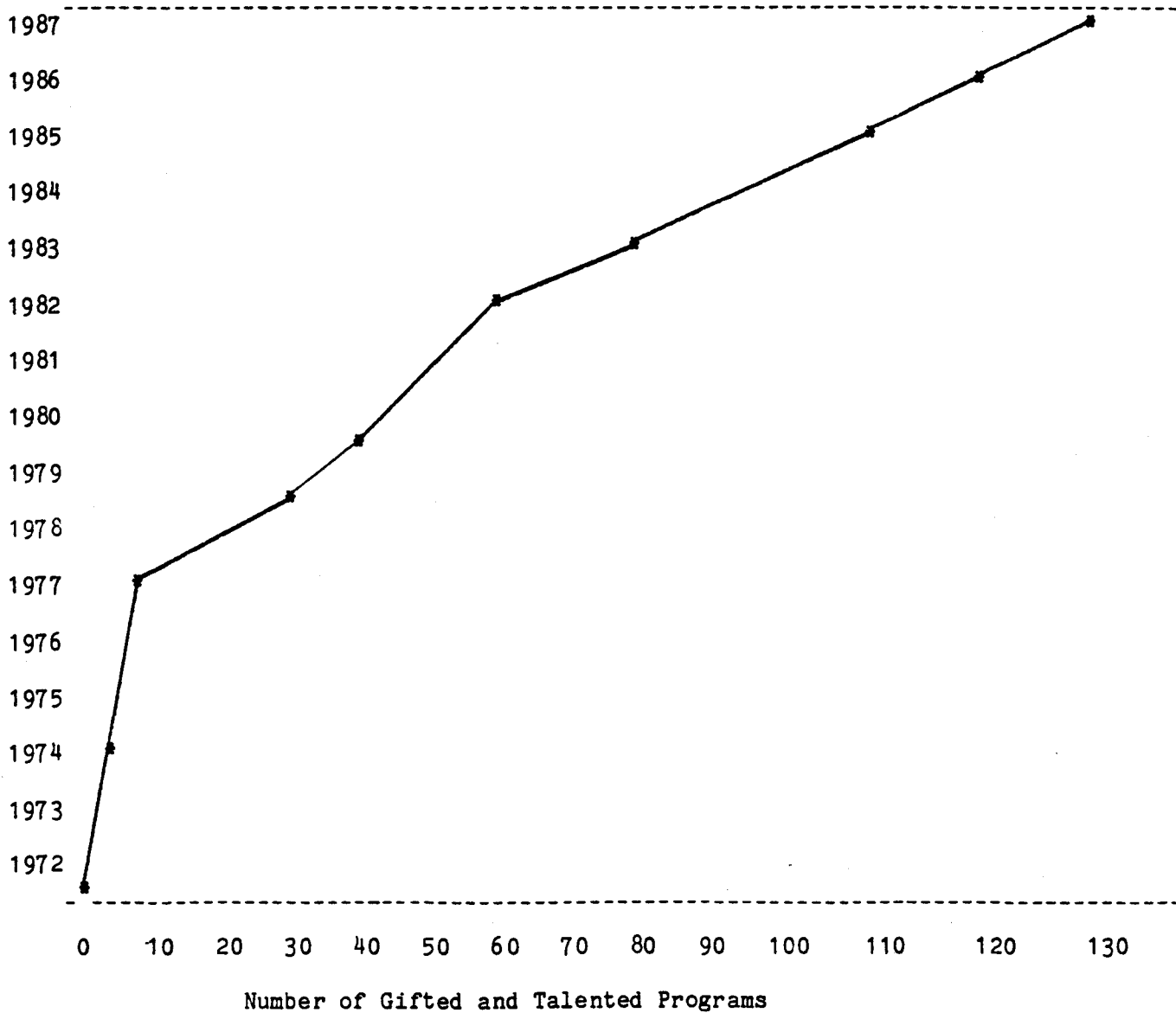
APPENDIX I

GIFTED & TALENTED GRANT EXPENDITURES
SCHOOL DISTRICTS WHICH HAVE RECEIVED GIFTED AND TALENTED FUNDS FROM 1981-JUNE, 1987

ALBERTON	GLASGOW	SEELEY LAKE
ARLEE	GLENDIVE	SHEPHERD
ARROWHEAD	GOLDEN RIDGE	SIDNEY
AUGUSTA	GREAT FALLS	SOMERS
BELGRADE	GREENFIELD	SUNBURST
BIGFORK	HAMILTON	SUN RIVER
BIG SANDY	HARDIN ELEM	SUPERIOR
BILLINGS	HARDIN HS	SWAN VALLEY
BLOOMFIELD	HARLOWTON	TURNER
BLUE CREEK	HAVRE	TWIN BRIDGES
BLUE SKY-RUDYARD	HELENA ELEM	ULM
BONNER	HELENA HS	VALIER
BOZEMAN ELEM	HELENA FLATS	VAUGHN
BRADY	HIGHWOOD	VICTOR
BROWNING	HUNTLEY PROJECT	WARREN/JIM DARCY
BUTTE	INDEPENDENT--BLGS	WHITE SULPHUR SPGS
BYNUM	JOLIET	WHITEFISH
CARTER	JORDAN	WHITEHALL
CANYON CREEK	KALISPELL	WILLSALL
CASCADE	KESSLER	WINIFRED
CAYUSE PRAIRIE/SWAN	KEVIN	WINNETT ELEM
RIVER	LAME DEER	WOLF POINT ELEM
CENTERVILLE	LAUREL	WOLF POINT HS
CHESTER ELEM	LIBBY	
CHOTEAU	LIVINGSTON	
CLYDE PARK	LOCKWOOD	
COLSTRIP	LOLO	
COLUMBIA FALLS	LONE ROCK	
COLUMBUS	MANHATTAN	
CONRAD	MARION	
CORVALLIS	MILES CITY	
CUT BANK ELEM	MISSOULA	
CUT BANK HS	MONFORTON	
DAWSON CO HS	MONTANA CITY	
DILLON	MORIN	
DUTTON	PARK CITY	
ELDER GROVE	PENDROY	
ELYSIAN	PIONEER	
EUREKA	PINE CREEK	
EVERGREEN--KALISPELL	PLAINS	
FAIRFIELD	POPLAR	
FERGUS CO HS	POTOMAC ELEM	
FORT BENTON	POWER	
FORT SHAW/SIMMS	RED LODGE	
FRAZER	RONAN	
FRENCHTOWN	ROUNDUP	
FROMBERG ELEM	RYEGATE	
FROMBERG DIST 6	ST IGNATIUS	
GALATA	SAND COULEE	

Figure 1

Montana School Districts Serving Gifted and Talented Students.
Programs with and Identification Process
in Effect or Planning Year--1987

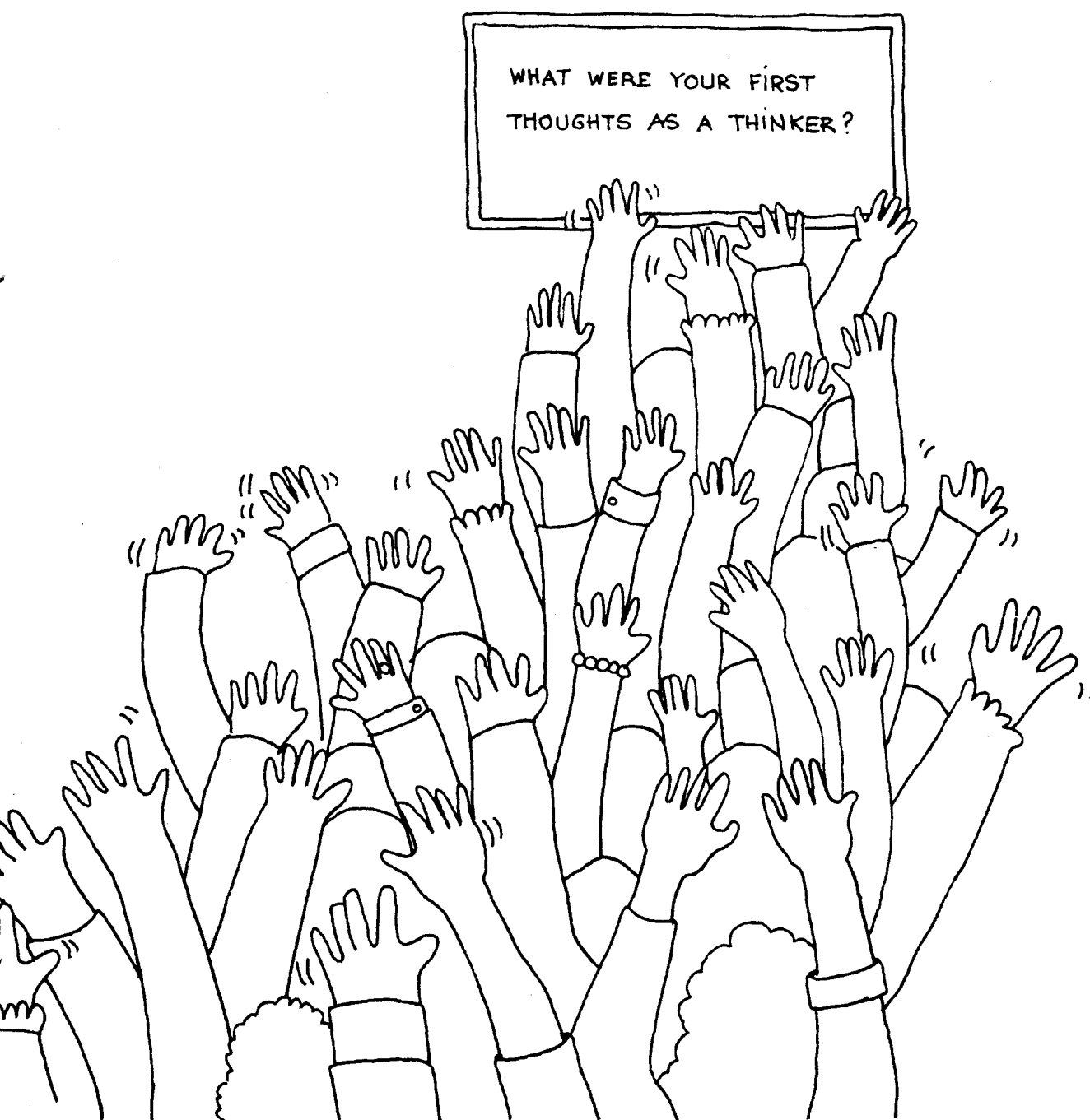


The 600,000 which has been appropriated for the last three bienniums has been distributed to:

Districts with less than 50 enrollment	8
Districts with less than 100 enrollment	7
Districts with less than 300 enrollment	37
Districts with less than 500 enrollment	17
Districts with less than 600 enrollment	2
Districts with less than 1,000 enrollment	12
Districts with less than 3,000 enrollment	19
Districts with less than 5,000 enrollment	2
Districts with less than 10,000 enrollment	3
Districts with less than 15,000 enrollment	1
Districts with less than 17,000 enrollment	1

MONTANA PROGRAMS FOR THE GIFTED AND TALENTED

1986-87



MONTANA PROGRAMS FOR THE GIFTED AND TALENTED 1986-87

Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, Montana 59620

WELCOME!

The Office of Public Instruction is pleased to disseminate the 1986-87 directory of Montana programs for gifted and talented students. This directory will give you the name of the program's contact person, address, phone number, and grade levels served.

Any school district wishing to learn more about a particular district's model for gifted and talented education should contact the individual school district listed.

ARLEE

John Lundt, Principal
Arlee School Dist. 8
PO Box 37
Arlee, MT 59821
726-3216

Grades 3-12

ARROWHEAD (Livingston Cooperative)

Lewin Dover
Arrowhead School Dist. 75
PO Box 37
Pray, MT 59065
333-4359

Grades K-6

AUGUSTA (Conrad Cooperative)

Rick Ripley
Augusta School Dist. 45
PO Box 307
Augusta, MT 59410
562-3384

Grades 1-12

BELT

Gene Comes
Belt School Dist. 29
Box 197
Belt, MT 59412
277-3351

Grades 1-8

BILLINGS

Tom Wynn, District Coordinator
Gifted and Talented Education
Billings School Dist. 2
101 10th Street West
Billings, MT 59102
255-3500, ext. 239

Grades 2-8

Lois Sindelar
Independent School Dist. 52
2907 Roundup Road
Billings, MT 59105
259-8109

Grades K-6

Jan Lapine, Coordinator
Lockwood School Dist. 26
1932 U.S. Hwy 87, Route 2
Billings, MT 59101
252-2776

Grades 1-7

Zara Frank
Canyon Creek Elementary Dist. 4
3139 Duck Creek Rd.
Billings, MT 59101
656-4471

Grades 1-8

BLOOMFIELD

Bill Raisl
Bloomfield School Dist. 30
Bloomfield, MT 59315
583-7575

Grades 1-8

BOZEMAN

Sally Richter, Principal
Bozeman School Dist. 7
Whittier School
511 N. 5th
Bozeman, MT 59715
585-1690

Grades 3-8

Kathy Pattee, Principal
Monforton School Dist. 27
6001 Monforton School Road
Bozeman, MT 59715
586-1557

Grades 3-8

BRADY (Conrad Cooperative)

Kurt Hilyard
Brady School Dist. 19
Box 166
Brady, MT 59416
753-2392

Grades K-12

BUTTE

Jeff Satterly, Superintendent
Butte School Dist. 1
400 S. Wyoming
Butte, MT 59701
723-3293

Grade 6

BYNUM (Conrad Cooperative)

Ira Perkins
Bynum School Dist. 12
Bynum, MT 59419
469-2373

Grades 1-8

CASCADE

Jim Donovan, Coordinator
Cascade Elementary Dist. 3
PO Box 307
Cascade, MT 59421
468-2212

Grades 1-8

CHESTER

Vi Hills
Chester Elementary Dist. 33
Box 550
Chester, MT 59522
759-5477

Grades 2-12

CHOTEAU (Conrad Cooperative)

Ervin E. Ketterling
Choteau School Dist. 1
Box 857
Choteau, MT 59422
466-5303

Grades K-12

CLYDE PARK (Livingston Cooperative)

Ed Barich
Clyde Park School Dist. 41/38
Box AH
Clyde Park, MT 59018
686-4621

Grades K-8

COLSTRIP

Keith Chapman
Isabel Bills School
Colstrip School Dist. 19
Colstrip, MT 59323
Elementary and Middle School
748-4150

COLUMBIA FALLS

Roy Wendt, Principal
Columbia Falls School Dist. 6
PO Box 1259
Columbia Falls, MT 59912
892-4321

Grades 1-5

CONRAD (Conrad Cooperative)

Dennis Williams
Conrad School Dist. 10
215 S. Maryland
Conrad, MT 59425
278-5521

Grades 1-12

CORVALLIS

Don Wetzel, Superintendent
Corvallis School Dist. 1
PO Box 133
Corvallis, MT 59828
961-4211

Grades 3-6

CUT BANK

Ray Maier
Cut Bank High School Dist. 15
300 1st St. SE
Cut Bank, MT 59427
873-5629

Grades 7-12

Jan Cahill
Cut Bank School Dist. 15
Anna Jeffries School
Cut Bank, MT 59427
873-2411

Grades 1-6

DILLON

Susie VanHouten
Dillon School Dist. 10
14 N. Cotton Drive
Dillon, MT 59725
683-2373

Grades K-8

DUTTON (Conrad Cooperative)

Rich Wilson
Dutton School Dist. 28
PO Box 48
Dutton, MT 59433
476-3424

Grades K-12

ENNIS

Sandy Pfau
Madison Valley Consolidated School
School Dist. 52
Box 52
Ennis, MT 59729
682-4237

Grades 3-8

EUREKA

Sharon Ziegenhagen
Eureka School Dist. 13
PO Box 2001
Eureka, MT 59917
296-2131

Grades K-6

FAIRFIELD (Conrad Cooperative)

C. John Kinna
Fairfield School Dist. 21
Box 99
Fairfield, MT 59436
467-2103

Grades 1-12

Loren Sasser
Greenfield School Dist. 75
Route 1
Fairfield, MT 59436
467-2827

Grades K-8

Charlotte Tacke
Golden Ridge School Dist. 45
Route 2
Fairfield, MT 59436
467-2061

Grades K-6

FLORENCE CARLTON

James Bruggeman
Florence-Carlton School Dist 15-6
5540 Old Highway 93
Florence, MT 59833
273-6741

Grades 1-6

FORT BENTON

Craig Brewington
Fort Benton School 7-8
PO Box 399
Fort Benton, MT 59442
622-5112

Grades 2-6

FORT SHAW

Fay W. Lesmeister
Fort Shaw School Dist. 6
Box 38
Simms, MT 59477
264-5110

Grades K-8

FRENCHTOWN

Robert M. Banks, Superintendent
Frenchtown School Dist. 40
PO Box 117
Frenchtown, MT 59834
626-5762

Grades 2-8

FROMBERG

Gary L. Webber, Superintendent
Fromberg School Dist. 30 and 6
PO Box 188
Fromberg, MT 59029
668-7755

Grades 9-12

GALATA (Conrad Cooperative)

Virginia Hagen
Galata School Dist. 21
Box 76
Galata, MT 59444
432-2125

Grades K-8

GLENDIVE

Sandra Scott
Special Services Director
Glendive School Dist. 1
Box 701
Glendive, MT 59330
365-5377

Grades K-12

GREAT FALLS

Gail Cleveland, Director
Gifted Education
Great Falls School Dist. 1
3300 3rd St. NE
Great Falls, MT 59404
791-2270

Grades 4-8

HAMILTON

Clifford Johnson
Hamilton School Dist. 3
Box 980
Hamilton, MT 59840
363-2280

Grades K-6

HARDIN

Karen Davidson
Gifted Education
Hardin School Dist. 17-H
c/o Hardin Middle School
Hardin, MT 59034
665-1408

Grades K-12

HARLOWTON

Clarene Dysart, Principal
Hillcrest School
500 8th Ave. NE
Harlowton, MT 59036
632-4361

Grades K-6

HAVRE

Paul Palm, Assistant Superintendent
Havre School Dist. 16
PO Box 7791
Havre, MT 59501
265-4356

Grades 3-8

HELENA

Sharon Walker
Bossiter Elementary
1497 Sierra Rd. East
Helena, MT 59601
458-5001

Grades K-8

Linnea Ghilardi
Helena High School
1300 Billings Avenue
Helena, MT 59601
442-8090

Grades 9-12

Keith Meyer, Principal
Kessler School Dist. 2
4222 Hwy. 12
Helena, MT 59601

Grades 1-6

HIGHWOOD

Hayden Hedrick
Highwood School Dist. 28
Box 100, RR 1
Highwood, MT 59450
733-2081

Grades 1-8

HUNTLEY PROJECT

Linda Drayson, Principal
Huntley Project School Dist. 24
Worden, MT 59088
967-2540

Grades 2-6

JOLIET

Marilyn Vukonich
Joliet Elementary Dist. 7
Drawer G
Joliet, MT 59041
962-3541

Grades 3-6

KALISPELL

Gayle Vidal, Program Director
Gifted & Talented Program
Kalispell School Dist. 5
233 1st Avenue East
Kalispell, MT 59901
755-8000

Grades 1-9

Merry Miller
Cayuse Prairie School Dist. 10
897 Lake Blaine Road
Kalispell, MT 59901
755-2857

Grades 2-8

Claudia Potts, Director
Evergreen School Dist. 50
232 Pheasant Drive
Kalispell, MT 59901
752-0101

Grades K-8

Terry Ewing
West Valley School Dist. 2
2290 Farm to Market
Kalispell, MT 59901
755-7239

Grades 2-8

KEVIN (Conrad Cooperative)

Candis Peterschick
Kevin School Dist. 8
PO Box 47
Kevin, MT 59454
337-2531

Grades K-8

LAME DEER

Donna Livingston
Lame Deer School Dist. 6
PO Box 96
Lame Deer, MT 59043
477-6379

Grades 1-8

LAUREL

Bob Western, Principal
Laurel School Dist. 7-70
West School
502 Eighth Avenue
Laurel, MT 59044
628-6914

Grades 1-9

LEWISTOWN

Cynthia Bauman
Lewistown School Dist. 2
212 Crystal Drive
Lewistown, MT 59457
538-8134

Grades 4-8

Robert Raver, Principal
Fergus County High School
412 6th Ave. So.
Lewistown, MT 59457
538-2321

Grades 10-12

LIBBY

Paul Stebbins
Libby School Dist. 4
111 E. Lincoln Blvd.
Libby, MT 59923
293-6204

Grades 1-12

LIVINGSTON

Pat Boyer, Director
Livingston School Dist. 4 and
Livingston Cooperative
132 S. "B" Street
Livingston, MT 59047
222-6600

Grades 1-8

LODGE GRASS

T. Murray Westbrook
Lodge Grass School Dist. 27
Drawer AF
Lodge Grass, MT 59050
639-2385

Grades K-12

LONE ROCK

James L. Palmer
Lone Rock School Dist. 13
994 Three Mile Creek Rd.
Stevensville, MT 59870
777-3314

Grades 1-6

MANHATTAN

Ron Zier, Principal
Manhattan School Dist. 3
Box 425
Manhattan, MT 59741
284-3250

Grades 2-7

MARION

Johanna Bangman
Marion School Dist. 54
PO Box 8
Marion, MT 59925
854-2333

Grades 1-8

MILES CITY

Fred Anderson, Principal
Custer County High School
20 S. Custer Avenue
Miles City, MT 59301
232-4920

Grades 9-12

Don Gundlach
Miles City Elementary Dist. 2
Highland Park School
716 S. Cale
Miles City, MT 59301
232-3890

Grades 2-6

MISSOULA

Judi Fenton, Principal
Missoula School Dist. 1
Paxson School
South Higgins and Evans
Missoula, MT 59801
542-4055

Grades 1-8

MONTANA CITY

Penny Koke
Montana City School Dist. 27
Star Route, Box 127
Clancy, MT 59634
442-6737

Grades K-8

PARK CITY

Margit Thorndal
Park City School Dist. 5
PO Box 278
Park City, MT 59063
633-2350

Grades 1-8

PENDROY (Conrad Cooperative)

Jane King
Pendroy School Dist. 61
PO Box 65
Pendroy, MT 59467
469-2266

Grades 1-6

PINE CREEK (See Livingston Cooperative)

Ellie Raffety
Pine Creek School Dist. 9
Rt. 38, Box 2067
Livingston, MT 59047
222-0059

POLSON

Carolyn Heinz
Polson School Dist. 23
111 4th Avenue East
Polson, MT 59860
883-5555

Grades K-12

POPLAR

Gary Greff
Poplar Elementary Dist. 9
Box 458
Poplar, MT 59255
768-3409

Grades 1-8

POTOMAC

Gayle Everly
Potomac School Dist. 11
Potomac Road
Bonner, MT 59823
244-5581

Grades K-8

POWER (Conrad Cooperative)

Larry Lehman
Power School Dist. 30
PO Box 155
Power, MT 59468

Grades K-12

RED LODGE

Sheila Newlin
Red Lodge School Dist. 1
311 S. Oaks
Red Lodge, MT 59068
446-1804

Grades K-8

RONAN

Bob Slonaker
School Dist. 30
Drawer R
Ronan, MT 59864
676-3390

Grades 2-8

ROUNDUP

Gayle Hekgson
Roundup School Dist. 55
600 1st Street West
Roundup, MT 59072
323-1512

Grades 1-12

RYEGATE

Jean Wallace
Ryegate School Dist. 6
PO Box 127
Ryegate, MT 59074
568-2211

Grades K-8

SAND COULEE

Jim Moulds
Centerville School Dist. 5
Sand Coulee, MT 59472
736-5123

Grades K-8

ST. IGNATIUS

Harold McPherson, Superintendent
St. Ignatius School Dist. 28
Box 477
St. Ignatius, MT 59865
745-3811

Grades 10-12

SEELEY LAKE

John Hebnes, Superintendent
Seeley Lake School Dist. 34
Drawer C
Seeley Lake, MT 59868
677-2265

Grades 2-8

SHEPHERD

Barbara Wagner
Shepherd Elementary School Dist. 37
Box 8
Shepherd, MT 59079
373-5873

Grades 1-8

SIDNEY

Frank Dahl, Principal
Sidney School Dist. 5
South Central Avenue
Sidney, MT 59270
482-4050

Grades 7-8

SOMERS

Wally Vinnedge, Superintendent
Somers School Dist. 29
Box 159
Somers, MT 59932
857-3301

Grades K-8

SUNBURST (Conrad Cooperative)

Alan Ryan
Sunburst School Dist. 2
Box 467
Sunburst, MT 59482
937-7366

Grades 1-12

SUN RIVER

Nellie Sherman, Superintendent
Sun River School Dist. 97
Box 1
Sun River, MT 59483
264-5330

Grades 3-6

SUPERIOR

Jack Brookins, Principal
Superior School Dist. 3
PO Box 400
Superior, MT 59872
822-4962

Grades 1-8

SWAN RIVER

Patty Jurkovich
Swan River School Dist. 4
1205 Swan Highway
Bigfork, MT 59911
837-4528

Grades K-8

SWAN VALLEY

Sharon Lamar
Star Route
Teeley Lake, MT 59868
54-2320

Grades 1-8

TWIN BRIDGES

Mark H. Weber, Director
Twin Bridges School Dist. 7
Drawer AC
Twin Bridges, MT 59754
684-5613

Grades 2-7

ULM

John Spurzem
Ulm School Dist. 85
Box 188
Ulm, MT 59485
866-3313

Grades K-8

VALIER (Conrad Cooperative)

Richard A. Sirokman
Valier School Dist. 18
PO Box 528
Valier, MT 59486
79-3610

Grades K-12

VAUGHN

Michael Button
Vaughn School Dist. 74
Box 279
Vaughn, MT 59487
965-2232

Grades K-8

WHITEFISH

Joe Malletta
Central School
2nd and Spokane
Whitefish, MT 59937
862-3568

Grades 5-8

WHITE SULPHUR SPRINGS

Michael Anderson, Principal
White Sulphur Springs School Dist. 8
PO Box C
White Sulphur Springs, MT 59645
547-3751

Grades K-6

WILLSALL (Livingston Cooperative)

Garrett Franks
Willsall School Dist. J53-38
Box 131
Willsall, MT 59086
578-2176

Grades 1-8

WINNETT

Winnett Elementary Dist. 159
Box 167
Winnett, MT 59087
429-2451

Grades 3-6

WOLF POINT

Tom Anderson
Wolf Point Elementary School Dist. 45
710 4th Ave. No.
Wolf Point, MT 59201
653-1653

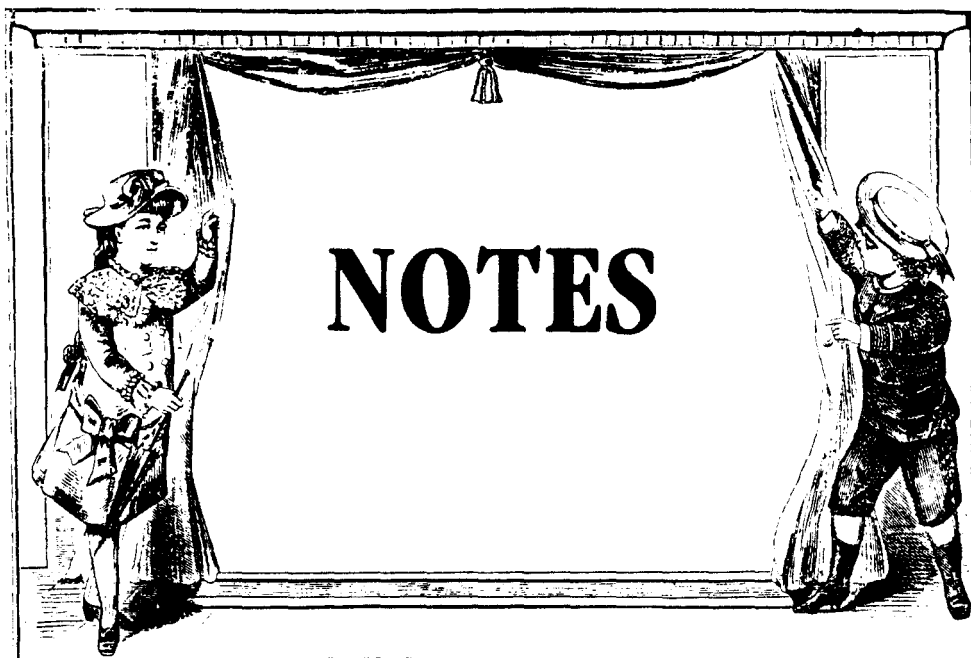
Grades K-6

Rebecca Schmidt
School Dist. 45-45A
213 6th Avenue South
Wolf Point, MT 59201
653-1200

Grades 9-12

Additional Programs:

*Bridger
Stevensville
Plains*





Montana AGATE

Montana Association of Gifted and Talented Education

January 23, 1987

My name is Paula Fascilla. I am the President of the Montana Association of Gifted and Talented Education, which is an organization which was created six years ago by educators who were concerned about the special needs of gifted children. A.G.A.T.E. now has over 600 members throughout the state: parents, teachers, and administrators. I am also a first grade teacher in Kalispell Public Schools. I am speaking as a proponent for maintaining the existing level of funding for gifted and talented education within the OPI budget, which includes the staff position and funding for program development.

At a time when difficult budget decisions must be made, one must look for "fringe" or "luxury" line items. Gifted and Talented Education is not one of these items.

Frequently, one hears the adage "gifted children will make it on their own." This is largely a myth. In fact, many gifted children are achieving at levels which are three to four grades below their ability. One in five of our potentially gifted students drops out of school. In addition, a great proportion of our chemically dependent youth are gifted. In our own state, three children who might have been described as gifted have committed suicide in the last year.

Excellence requires innovation. The monies allocated for Gifted and Talented education provide the catalyst for innovation and excellence. The existence of grant monies over the course of time has created a vehicle by which schools may initiate innovative programs, which are most often absorbed into the district budget at the conclusion of the grant. These projects benefit all children through increased teacher effectiveness.

For example, in my school, a sixth grade teacher has initiated an individualized math program which provides enough flexibility to meet the needs of his gifted students and challenge all his students. He became inspired at an OPI

sponsored workshop on math for gifted youth. Many teachers in my district have developed methods for teaching reading based on information they received at a conference on gifted education. They are providing appropriate learning experiences for their gifted children, and have also modified these methods so that their entire class may be involved. These teaching techniques reflect the most recent research on effective teaching.

The task before you is difficult, I realize. However, the money which is spent on Gifted and Talented Education is possibly our best insurance that Montana's education system will continue to improve in these troubled times.

Paul C. Fascella

BILL COOPER
Superintendent
KEN SIDERIUS
Asst. Superintendent

TOM TRUMBULL
Business Manager
GARY ROSE
Administrative Asst.

SCHOOL DISTRICT NO. 5

PHONE 755-5015 - 233 1ST AVE. EAST - KALISPELL, MONTANA 59901

FLATHEAD HIGH SCHOOL
Principal: William Vogt
KALISPELL JUNIOR HIGH
Principal: Larry Schuz
LINDERMAN SCHOOL
Principal: Joseph Super
ELROD SCHOOL
Principal: Russell Winters
RUSSELL SCHOOL
Principal: Leanna Isaacson
PETERSON SCHOOL
Principal: Charles Hageman
HEDGES SCHOOL
Principal: Kane Jones
EDGERTON SCHOOL
Principal: Rick Davis

January 22, 1987

To: Appropriations Joint Education Subcommittee Members
Re: Gifted and Talented Education Appropriation
From: Leanna Isaacson, Principal, Russell School

I have been involved in the gifted and talented program for ten years. During that time I have watched the children in our district, as well as throughout the state, benefit from the hard work and perseverance of dedicated educators and their supporters that have worked to provide supplemental funding for G/T children.

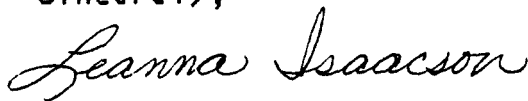
Teachers are now well aware that there are children with exceptional abilities that need different types of programming within the framework of the current educational setting. Providing those same children with appropriate kinds of learning experiences is a challenge that goes beyond dedication and commitment. It takes money.

With funding, made available through the legislature, new and exciting intellectual and creative opportunities have become available for children in our district, both directly and indirectly. The grant money was used in part, to develop programs for the exceptionally gifted student, since it quickly became apparant that their needs were additionally unique. In addition, workshops that teachers attended provided a basis upon which other classroom based curricular programs were designed and implemented. Future Problem Solving teams are now a part of our school, with students requesting to be part of this exciting group that meets during the lunch time. A differentiated staffing model was created following a workshop in math for gifted students, sponsored by OPI. Each of the curricular areas have a component designed to meet the needs of the gifted with a direct effect on all children.

Yet, we are faced with the grim reality that without funding that is identified specifically for gifted children, programs will fade. Children will not loose their gifted status of need, but the same opportunities for successful experiences will not be the same. The support for teachers and children will simply not be there.

As an elementary principal I am continuously reminded about the problems facing Montana legislatures regarding school funding issues. Yet, maintaining the existing level of funding for gifted and talented education within the OPI budget will insure that the needs of a very critical group of children will not be forgotten. Please, allow us to continue to build on the efforts of the last 10 years.

Sincerely,

A handwritten signature in cursive script that reads "Leanna Isaacson". The signature is fluid and elegant, with the first name "Leanna" being more prominent than the last name "Isaacson".

Leanna Isaacson

School District No. 30, Lake County

ELEMENTARY PRINCIPAL

Ronan, Montana 59864

January 19, 1987

Members of the Education Committee
Montana Legislature
Helena, Montana

Dear Montana Education Committee Members:

I understand that you will be considering program alterations for the gifted & talented this week. Before you consider any revisions or alterations in the small program we have, I urge you to consider the following thoughts.

1. Many gifted and talented children are performing 1-2 grade levels below their ability level because of a lack of challenges. These challenges are most aptly provided through a program designed for their special intellectual needs.

2. Most teachers & many school districts are willing to do what they can to challenge their gifted students. However, there is little training & so few local resources available to provide the support schools & teachers need to provide for the needs of these students.

3. OPI gifted & talented services have been the sole resource that has been constantly available for support, program development, and information so badly needed by our local schools.

4. Money presently budgeted for the gifted & talented office is a very small percentage of the total educational budget. It is all we have to give special support & information that will help to develop minds that will be leading our state tomorrow.

I urge you to retain the gifted & talented services we presently have available to support the gifted & talented in our state.

Sincerely,

Terri O'Fallon,
Principal

TO/lm

PROJECT ROSE
SCHOOL DISTRICT #6
Box 1259
COLUMBIA FALLS, MONTANA 59912

TO Montana State Legislature
Joint Committee on Finance and Claims

DATE January 21, 1987

SUBJECT Funding for Gifted/
Talented

Gifted Education needs and should have support from the Montana Legislature. Grants that have been given to School District #6 have made a difference. We were able to begin teacher training in gifted education, start and continue a gifted program (Project ROSE), and purchase appropriate materials for the G/T library. Without those funds we would not have been able to accomplish those goals.

Specifically I have observed changes in parent, administrator, and teacher attitudes toward gifted children. Gifted children's unique talents and interests are now being better met through our program. Gifted Children are now feeling self-worth and are able to pursue and grow toward their potential.

I appreciate the financial support that we received for our program. In order to continue the essential training we need for our teachers and the growth we need to expand our program for children, please keep funding for gifted education a priority.

Sincerely,

Judith K. Cockrell

Judith K. Cockrell, Coordinator

SCHOOL DISTRICT NUMBER SIX

COLUMBIA FALLS, MONTANA 599121259

MONTANA'S LARGEST SCHOOL DISTRICT STRETCHING FROM
CANADIAN BOUNDARY INTO BOB MARSHALL WILDERNESS,
AND INCLUDING HALF OF GLACIER NATIONAL PARK AND THE
NORTHEAST PORTION OF FLATHEAD VALLEY

OFFICE OF THE PRINCIPAL
TELEPHONE (406) 892-4321

January 21, 1987

TO: Joint Committee on Finance & Claims
FROM: Lee Murphy, Primary Principal

I want to personally lend my support to funding gifted and talented programs in our schools.

The benefits to all students in the Columbia Falls Elementary School from G-T funds are many. Probably most important is the opportunity to train and in-service all 1st through 6th grade teachers in methods, techniques and concepts which in the long run not only benefit the gifted children but all children in our school. In addition, a library of materials has been built which again benefits not only the gifted but all students.

Providing the very best education for all children in our state is a goal of every Montanan. Funding the gifted-talented programs is a very real and effective way of better meeting that goal.

Thank you.

Sincerely,


Leland A. Murphy

1/17/87

Joint Appropriations Committee
Montana Legislature
Helena, Mt.

Dear Sirs,

First, thank you for the essential grant support you've given the gifted program in our rural school.

Since the G/T R.O.S.E. program began, the difference in my daughter's attitude and outlook toward her giftedness has been phenomenal. Four years ago she came to me in tears saying, "I'm so tired of hiding my A papers from my friends." She was ready to trade in her potential for acceptance. Since then a G/T program headed by a dedicated coordinator, Mrs. Judy Cockrell, and funded by grants, has systematically and thoroughly trained teachers to identify and challenge gifted students. My daughter is aware of her potential and optimistic about her ability to contribute to society. A recent goal setting project she completed listed some wonderful possibilities. I'm so thankful for the encouragement and confidence she receives from the school staff and to the Montana Legislators who are willing to invest in our future leaders.

In summary, if the members of the Appropriations Committee are still committed to the "search for excellence", I urge you to focus on the tremendous potential to be found in Montana's gifted youth. Please don't allow the frustrations of trying to balance the state budget to convince you to overlook our future leaders and problem solvers. Keep grants for gifted education as a priority in our state.

Respectfully,

Mrs. Jane Renfrow
Mrs. Jane Renfrow
P.O. Box AAA
Columbia Falls, Mt

January 21, 1987

To Legislative Joint Committee for Finance and Claims

I am a fourth grade teacher in Columbia Falls. Two years ago through our GT program, Project Rose, I began training to teach gifted education. This training opened my eyes to a whole new world. As a classroom teacher who has always picked myself in teaching to all my children's needs, I have found that the GT techniques and philosophy have enriched my teaching more than any other teacher education I've received. More importantly, not just my gifted students but all the students in my classroom have benefited.

Teaching that employs divergent questioning techniques, self-directed study skills, research skills, thinking strategies such as logical reasoning and productive thinking; and methods that enhance self-awareness and feeling consciousness are only a few so called GT processes from which all children of varying abilities profit.

Because I am an advocate of quality education for all Montana school children, I strongly encourage you to continue financial support of GT education.

Sincerely,
Suzanne Seaman

Project Rose, the program for teaching gifted and talented children, and training gifted and talented teachers began in the 1984-85 school year in Columbia Falls, Montana.

Our G.T. program has enriched my career as an elementary school teacher. The techniques and strategies I have put into practice regularly, have filled my planning guides with terrific ideas that really do work.

Please sustain your financial support for a subject of such significance

Sincerely,
Elaine Thompson

1-20-87

The gifted and talented workshops and special sessions which I have attended have been a tremendous help to me.

The most recent workshop which I attended was very informative on the brain. I was taught many exciting concepts on helping students develop their memory. It is now a technique which all of my students use and I have a majority of low students rather than "gifted". My third graders now have learned the names, locations, and spelling of nearly 30 of the 50 states in the U.S.

Prior to the "Brain Workshop", I was introduced to Blooms Taxonomy and Talents Unlimited. I was familiar with the higher level thinking concepts, but I was not sure how to use the techniques. Now after all that I have learned from G/T classes, I realize I could not function as a good teacher without them.

We need more new, workable, classroom "helps" from G/T all the time.

Thanks, Julie Mannigel

To whom it may concern;

Three years ago School District #6, Columbia Falls, began the process of implementing a H/T program. Support from the matching grants provided by the state, enabled us through research and visitations, to establish an excellent program in Columbia Falls.

The training we received is in line with the "leading edge" of educational research and has made a difference in the teaching styles, techniques and philosophies of many of our staff. These "H/T" techniques are currently being used in many non-gifted classrooms as we have tried to give the training to all staff members.

Without the impetus of state grants, what we have accomplished could have been done, but it would surely have taken much longer and possibly have been less organized and productive.

Respectfully,
Terry Hurty, 3rd Gr. Teacher, East Fork

Box 2249

Columbia Falls Int 5991

January 20, 1987

Montana State Legislature
Helena, Mt

Dear Legislators:

During the sixteen years that I've taught in several states, there has been one group of children that appear to be underserved by our educational system. The children identified as gifted - talented.

Because these needs are not as apparent at first glance as the needs of many other students they are often left to their own resources for the development and retention of their skills and innate talents.

Our society and state continue to need the innovative creativity, the intelligent problem solving skills, and the extraordinary fine arts talents that the GTT child expresses.

As an educator and parent I
appeal to you, our responsible legislators,
to at least maintain the present
recognition and expectations our state
has mandated for the gifted/talented
students. Many of them may be
the problem solvers, inventors,
leaders and performers of tomorrow.
We do not want to be
held responsible for stifling
the potential they possess to
contribute to our world.

Yours for quality education,
Lorrie Wrenn McFarlane

PROJECT ROSE

SCHOOL DISTRICT #6

BOX 1259

COLUMBIA FALLS, MONTANA 59912

TO Montana State Legislature
Joint Committee on Finance and Claims

DATE January 21, 1987

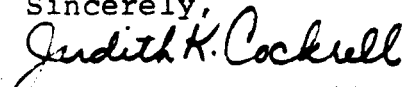
SUBJECT Funding for Gifted/
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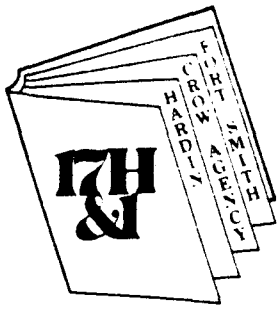
Specifically I have observed changes in parent, administrator, and teacher attitudes toward gifted children. Gifted children's unique talents and interests are now being better met through our program. Gifted Children are now feeling self-worth and are able to pursue and grow toward their potential.

I appreciate the financial support that we received for our program. In order to continue the essential training we need for our teachers and the growth we need to expand our program for children, please keep funding for gifted education a priority.

Sincerely,



Judith K. Cockrell, Coordinator



Hardin Public Schools

ELEMENTARY DISTRICT NO. 17H & HIGH SCHOOL DISTRICT NO. 1

522 North Center Avenue
Hardin, Montana 59034

Big Horn County
(406) 665-1304

January 20, 1987

Rep. Dennis Nathe
Educational Sub Committee
Helena, MT 59620

Dear Rep. Nathe:

I wish to express my support for continued funding for Gifted Education at the same level as in the past. This funding has provided seed money for unprecedented change and growth in our district. Following are only a few of the specific ways it has helped.

1. A grant for development of our program. It enabled us to research programs, assess our needs and involve parents. It also became a guide for program development in other schools in eastern Montana. At least 200 people have visited our schools to observe and discuss our program over the past four years.
2. It has made it possible to provide training for classroom teachers in identification of, and curriculum development for, gifted children. This training was shared with other schools.
3. Assisted in developing identification process for Native American students and securing non-culturally biased testing for our students.
4. Training in methods that have not only benefited gifted but the entire student population.
5. Provided seed money that helped extend our program beyond the classroom to workshops, mentors, field trips, etc.
6. Provided seed money for the development of a thinking skills curriculum that has been shared with other schools.
7. Made it possible for us to develop our building facilitator Model and to extend our program across grades 1- 12.
8. Made it possible for us to have excellent resources through Nancy Lukenbill at OPI.

To loose this support would mean going backward in education. It would be a message to one large segment of our student population that their needs are not as important as others. To keep this support is an affirmation to these students that we value their rights to equal education.

Thank you for every consideration.

Sincerely,

Doris Hastings
Doris Hastings, Curriculum Coordinator
Hardin School District
Chr. AGATE State Education Committee

DH/dlc

12

GIFTED/TALENTED PROGRAM DESIGN

School District #17H and 1

Gifted/Talented Philosophy Statement

The Hardin School District's philosophy states that "the Board of Trustees recognizes that the first priority of the schools must be to provide for the intellectual and creative growth of all students".

The school, in cooperation with the home, church, and other agencies of the community, will seek to provide opportunities for individuals to develop abilities to think and function to their fullest potential and to become self-directed learners. It is the purpose of the gifted and talented program to facilitate differentiated learning opportunities to meet the unique needs of gifted and talented students.

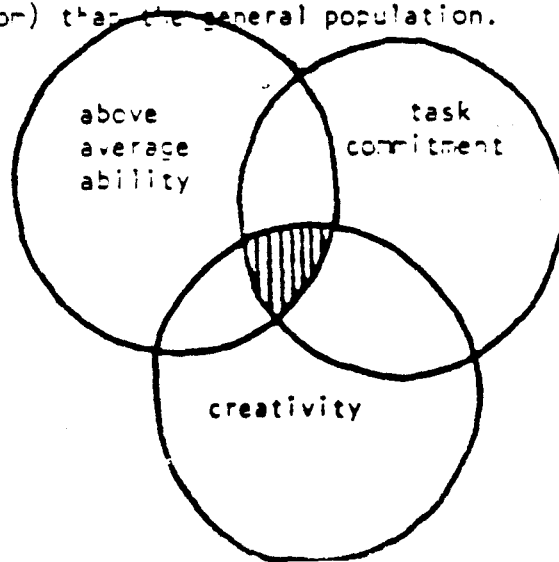
Recognizing the value of self-concept to a student's total growth, as well as to his/her becoming an independent learner, the program will promote growth in social and creative abilities as well as intellectual.

Gifted and Talented Definition

Gifted and Talented students shall be defined as those students who consistently excel or show potential to excel significantly above average in such endeavors as general intellectual ability and/or creative ability to the extent that they need and can benefit from differentiated education programs and/or services not offered by the regular curriculum. A third important component of giftedness is task commitment.

The specific areas included in this definition may be further defined as:

1. General intellectual ability: refers to those students who have high academic achievement or potential in several fields of study.
2. Creative ability: refers to those students who possess
 - (1) Exceptional creative and productive thinking skills, and/or
 - (2) Exceptional talents in visual and performing arts.
3. Task Commitment: refers to the ability to become totally involved in a problem or area for an extended period of time. Extended research shows that creative/productive persons are far more task oriented and involved in their work (both in and out of the classroom) than the general population.



GIFTED AND TALENTED GOALS

1. To identify those children who are gifted and/or talented in the areas of intellectual and creative ability.
2. To develop an awareness of needs of the gifted and talented children with educators, parents and the community members.
3. To provide appropriate learning opportunities that will allow gifted and talented children to become independent and self-directed learners who, through their task commitment, develop their abilities in areas of intellectual achievement, creative thinking processes and/or fine arts and leadership.
4. To encourage the gifted and talented student to develop a positive self-concept and the ability to relate to others.
5. To facilitate the involvement of the parents and community as a resource to the gifted/talented program.
6. To provide management that will guide the operation of the program through sound planning, coordination, and evaluation.

PROGRAM TIME LINE

Gr.	Spring 52	82/83	83/84	84/85	85/86	86/87
K		ID	ID		ID	ID
1		ID	ICC	CC	CC	CC
2		ID	ICC	CC	CC	CC
3	ID	ID	ICC	CC	CC	CC
4		Piloting	CC	CC	CC	CC
5		ID?	ICC	CC	CC	CC
6		ID?	ICC?	ICC	CC	CC
7			IL?	IL?	IL	IL
8			ID?	ID/IL?	IL?	IL
9	KEY:			↓	IL?	↓
10	ID Identification			↓	↓	↓
11	ICC - CC	Implementation Classroom Cluster				↓
12	IL Independent Learner					↓

Planning, training, and program development and evaluation will continue through this five year period.

January 21, 1987

1-2-87

Educational and Cultural Sub-Committee
State Capitol
Helena, Montana 59620

Dear Senators and Representatives,

I grew up in Harlem, Montana, near the Fort Belknap Reservation. There was an Indian boy who was one of the top math students in my class. When he was a junior he quit school. The next I heard of him was when he died an alcoholic in his 20's.

There are 25 Indian students in the gifted program at Crow Agency Public School. We are trying to help them to acquire the skills, the self-confidence, and the positive self-image that they will need in order to become the adults they are capable of becoming. There is an environment of poverty and unemployment, neither of which tends to encourage academic achievement or feelings of self-worth. Some of these children will one day be the leaders of their people. Some are capable of becoming doctors, lawyers, scientists, and artists. They need the types of educational and social experiences which the gifted program is providing, so that they can develop the skills and self-confidence that will make them positive role models for the children of the future.

The students are becoming independent learners, critical and creative thinkers and problem solvers. Through participation in after-school workshops on an equal basis with white children from Hardin they are gaining the self-confidence which they need to succeed in school and in life.

Through the financial assistance of state Gifted/Talented grants and the support and guidance of our state G/T specialist, Nancy Lukenbill, teachers at Crow School have received the necessary training and materials to properly teach their gifted students.

Our program, as it is based in the regular classroom, has a strong impact on all students at Crow School. All students have opportunities to hear special speakers and to participate in activities dealing with thinking skills. Moreover, as the teachers have become better teachers of the gifted, they have become better teachers of students of all abilities.

We have gained much knowledge about working with gifted Native American children-- from the children themselves, from parents and adult leaders, and from other educators. We have shared this knowledge with teachers and administrators from throughout the country--Washington, Arizona, Wisconsin, and other areas. We have shared this knowledge with a number of Montana educators, through presentations at the Montana Indian Education Association Conference, the Montana conference on gifted education, and through contact with educators from individual school districts. For instance, I have been working this year with a group from Fort Belknap.

We have accomplished much, but there is still much to do. In conclusion, I'd like to stress that we could not have done any of this without state financial assistance and leadership. Not only the gifted children but all children in Montana deserve and need the continued benefits of state leadership and funding of Gifted and Talented Education.

Sincerely,

Karen Davidson
Karen Davidson

Gifted and Talented Coordinator
Hardin School Districts
Hardin, Montana 59034

ALL STUDENTS HAVE EDUCATIONAL NEEDS
by Karen Davidson

The term "Talent Pool" refers to a group of students who have certain types of educational needs. The Hardin School District's philosophy states that "the Board of Trustees recognizes that the first priority of the schools must be to provide for the intellectual and creative growth of all students". It is the responsibility of the schools to try to meet the individual educational needs of each student within the district.

So that you might better understand the necessity of providing certain types of challenges for Talent Pool students, imagine the following situation. You are the parent of three children (for convenience we'll say that they're all daughters).

Your oldest child has a learning disability. She has been provided appropriate types of learning opportunities since she was in kindergarten. She is now fourteen years old and is continuing to learn the skills and coping techniques which will enable her to lead an independent, productive life. She enthusiastically enjoys school and is proud of her accomplishments. The school is meeting its responsibility of providing for her intellectual and creative growth. Her special needs are being met.

Your youngest child, who is ten, also enjoys school. Her achievement test scores show her to be approximately at grade level in all areas. At times, assignments are difficult for her, but she seems to enjoy the challenge. She has learned good study habits and generally receives B's and C's on her report card. The regular school curriculum meets her special needs, and thus the school is providing for her intellectual and creative growth.

Your middle child, who is now twelve, is not doing so well in school. You remember when she entered first grade she was so excited about learning that she could barely contain her enthusiasm when she talked about school. By the time she was in second grade she was reading at the sixth grade level. Gradually, over the years, her enthusiasm for school has faded. Now, in seventh grade, she hates school, and many mornings it is nearly impossible to force her to attend. You know that she is bored and frustrated because most of what is being taught in her class she already knows. When an unfamiliar concept or skill is introduced she at first shows interest; however, when she is forced to perform endless drill and practice after she has mastered the concept or skill she understandably balks. When

you discuss this problem with her teachers they say, "She's smart. She can make it on her own." You know that she is not making it on her own. She hates school, and her grades have dropped. She is not being challenged, and she often refuses to complete assignments which she feels are a waste of time. The school is not meeting her special needs.

Through implementation of special programs for such students, utilizing the Talent Pool concept, we are beginning to meet the educational needs of such students. They require intellectual and creative challenges which will stimulate their minds and produce growth and learning, as do all children. Without these challenges, some of our children might be allowed and even encouraged to waste their years in school and to not fully develop their abilities. It is the school's responsibility to provide for the needs of all students, and the needs of this particular minority have long been ignored.

1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 27

Since March 1971, I have had an extremely rich and varied experience that has enabled me to expand my professional horizons. I have taught a variety of courses that have been particularly rewarding. I was Computer Director in the Computer Science Center, and taught a Drama class dealing with a role of national government, simulation, and a course on the role of the state. I have also taught a special seminar that I have also enjoyed and the Russell Future Studies Seminar, which deals with problems like what to do with carbon, and another about the problems caused by the changing social structure, a research class, and a research seminar that has each student work with an expert in some area. I spent time with a woodworker.

On March 21, 1964, the S/T students announced the state of the world and the future of the world. The students also discussed the future of the world and the future of the world.

Thank you for the opportunity to make these comments.

1001-5610/00/0000-0000\$10.00/0

Brian Bailey

ARTS AND CRAFTS

Dear Sir,

1-5
The subject I am about to discuss is very important

to me and my family. The primary reason my family

moved to Kallispell is so that I and my 3 brothers

could participate in the G/T program. It

gives us kids a chance to associate with friends

and adults. I recently got to be on the radio,

because of a G/T activity. I learned a little bit more

about football, again, because of a G/T activity.

And I wouldn't be here if I weren't in
the

G/T program. And believe me it ever a

experience. Just like a lot of other G/T activities.

Not only me but my brother have the opportunity to enjoy

this educational part of the program. I will give

you a idea of some of what we do by telling you

Football, baseball, mining, acting, advertising, music, wildlife, dinosaurs, newspapers, politics (showed how it worked), probability, statistics, and many other things.

I think I'd be quite bored with school if I wasn't in the G/T program. In fact when I was ⁱⁿ the 1st grade (in Whitefish). School was just another thing that I didn't pratically like, that was before I went to Kallispell. Now I really enjoy school. And the thing that made the difference was the G/T.

Joshua P. Denney

1-23-86

My name is Jennifer Kaleczyc. I am in the fourth grade at Hawthorne School in Helena. I'm in the gifted program.

I understand that the University System spends \$15 million on athletics every year.

There are about 25,000 students in the System, which means \$600 is spent per student on sports.

This committee appropriated \$100,000 for gifted and talented each year for the past two years.

There are about 150,000 students in the public schools, which means 67 cents is spent per student for each one of the last two years for the gifted program.

I play soccer and basketball, and I swim on the Helena Lions Swim Team, and I still don't understand how sports could be 895 times more valuable to students than learning.

Project Promise is the gifted and talented program in Helena. Project Promise provides the extra challenge that some kids need. Some people have a gift that you shouldn't waste. If you cut the gifted program, then that would change the future.

Now I better go back to school.

Thank you for letting me speak.

HONORS PROGRAM

A. ERICA HENRY

B. FRESHMAN AT HELENA HIGH SCHOOL

C. 3 HONORS CLASSES

D. REASONS TO SUPPORT:

1. GREAT DIFFERENCE IN ABILITY
2. SLOWER STUDENTS CAN'T COMPETE
3. HARD TO GET INTO GOOD COLLEGES
4. BETTER STUDENTS LOSE INTEREST W/O CHALLENGE
5. TYPES OF CLASSES TO SUIT ALL NEEDS
6. CLASSES FOR HANDICAPPED STUDENTS THEN PROVIDE FOR GIFTED
\$6.00 per gifted student \$1,100 per Handicapped student
7. TOUGH JOB MARKET AND HARD IF LITTLE TRAINING FOR ABILITIES

CLOSING STATEMENT: HOW DO YOU EXPECT STUDENTS TO GET JOBS IF THEY ARE NOT TRAINED TO THE BEST OF THEIR ABILITIES?

Qualifications for the Program

Let me say now is Brian Bailey. I am a sixth grader at Russell Elementary School in California. I have come to school in favor of continuing state funding for the Gifted and Talented Program. This program makes sense when some interesting things it lets me explore special topics in more depth.

Each month in California the G/T students get a sheet that lists the possible topics to explore during that month. A few things that I have found to be particularly interesting are: Computer classes on topics such as logic, music, and graphics. Drama classes dealing with issues, a national government simulation, and a courtroom trial simulation. Some of the special activities that I have also enjoyed are: the Russell Future Problem Solving team that deals with problems like what to do with garbage, and another about the problems caused by the changing family structure, a leadership class, and a yearbook mentorship that lets each student work with an expert in some area. I spent mine with a woodcarver.

On behalf of all the G/T students throughout the state, please keep funding gifted and talented education.

Thank you for the opportunity to make these comments.

Respectfully,

Brian Bailey

Brian Bailey

BILL COOPER
Superintendent
KEN SIDERIUS
Asst. Superintendent

TOM TRUMBULL
Business Manager
GARY ROSE
Administrative Asst.

SCHOOL DISTRICT NO. 5

PHONE 755-5015 - 233 1ST AVE. EAST - KALISPELL, MONTANA 59901

FLATHEAD HIGH SCHOOL
Principal, William Vogt
KALISPELL JUNIOR HIGH
Principal, Larry Schae
LINDERMAN SCHOOL
Principal, Joseph Supar
ELMO SCHOOL
Principal, Robert Winters
RUSSELL SCHOOL
Principal, Leanna Hassen
PETERSON SCHOOL
Principal, Charles Hadden
HEDGES SCHOOL
Principal, Kara Jones
EDGERTON SCHOOL
Principal, Rich Davis

January 19, 1987.

Dear Interested Montanans:

I speak as a primary level "Gifted & Talented" teacher and facilitator, as well as the mother of a gifted 16 year old.

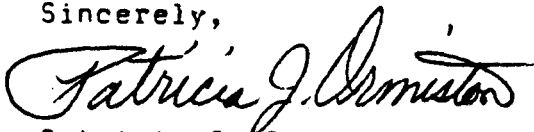
From my experience with gifted learners, I know that the support and resources provided through a strong "GT" program expands teacher's skills as well as all students achievements, gifted or not, because teachers aim their goals to meet the needs of the top minds in their classrooms.

What more could we ask for Montana's greatest resource, its youth.

We all know the necessity of budgeting and cutting expenses, but not at the sacrifice of our most important assets.

I can think of no part of our educational process which could be considered more important than meeting the needs and challenges of Montana's brightest minds.

Sincerely,



Patricia J. Ormiston
School District #5
1986 Teacher Of The Year

B

January 21, 1987

Dear Sirs,

I am writing in regards to Montana's funding of the Gifted and Talented programs in our schools. Before you deny funding for these programs, I hope you will consider what a vital part of education they are for many students. My daughter has been tested as an extremely gifted student. Your first reaction might be that we are all very fortunate, and that she has very little trouble in school. However, we have experienced so many problems, that had it not been for our local Gifted and Talented program my daughter would be in serious trouble today.

She found schoolwork boring, and had great difficulty relating to her peer group. This was very damaging to her, especially emotionally. Thank heavens we had a competent GT staff that stepped in and found challenging programs for her. They also provided counseling to help her cope with being "different".

Because of our GT program she has blossomed into a bright and eager student. Last year when she was accelerated a grade our GT directors were right there to guide her through the transition and provide much needed support. My daughter has especially benefited from the adult mentors who were scheduled for her through our GTX special program. She gained so much knowledge and self-esteem from these wonderful people. GT has also provided her with classes at our local college and she will continue with those this year. As a direct result of this program, I see a future of unlimited possibilities for my daughter.

My daughter, and the hundreds like her across Montana, are our state's brightest hope for the future. We must invest in these children today so that they can make Montana a great state to live in tomorrow. This surely must be considered a resource which is well worth funding.

Respectfully yours,

Marianne Lewis

ABACUS BUSINESS SERVICES

86 SUSSEX DRIVE
KALISPELL, MONTANA 59901
(406) 752-6706

To: Appropriations Joint Education
Committee
Helena, Mt.

From: Jo Anne Meilahn
720 11th Ave. West
Kalispell, Mt.

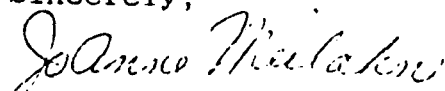
Dear Legislator,

I would like to express my feelings on the G T program here in Kalispell. My three children have attended school here in Kalispell for four years. I am a partner in a Kalispell business.

My 16 year old daughter was involved in the G T program for 3 years, just following our move here. She has always gotten good grades and one of her teachers noticed a special aptitude in the area of writing. Subsequently, she was chosen to attend some G T classes offered at Flathead Valley Community College. These classes put some direction in her life and she has decided to direct her studies toward the writing field in college.

If she had not attended the G T classes, I don't know if she would have been in tune with her abilities. She was also selected to attend a German camp with a partial scholarship, through this program. I feel we need to keep these programs available for our children, so they may seek out their talents and have an opportunity to explore a chosen academic endeavor.

Sincerely,



Jo Anne Meilahn

P.O. Box 5251
Kalispell, MT 59903
January 20, 1987

I am a grandmother of two children in the Kalispell School System. Both have been in the G.T. Program for several years. During the two years I have been here I have chauffeured them to various G.T. classes, and in 1985 I took my granddaughter to Carroll College in Helena for a full week of G.T. activities. While there I attended the meetings for parents as my daughter could not be there.

For over forty years I have been in education -- either as a student or as a teacher. Therefore, I feel able to evaluate educational situations. When I moved out here from the east two years ago I thought that the quality of education might be hampered if it were funded according to the population. I have been very happy to learn that the opposite is true -- at least here in Kalispell. I feel it is superior to those in much more populous areas.

If I feel this way about the general education program here, you can imagine how I feel about the material presented to those students we call "gifted and talented".

Please do your utmost to continue this wonderful challenge to those young people who will be the leaders in our communities in a very few years.

Thank you.

Sincerely yours,

Ruth W. Freeman
(Mrs.) Ruth W. Freeman

Dear Legislator,

I think that the G/T program is important to the schools of Montana. You should continue funding the G/T program. I think sometimes school is boring and that G/T keeps me interested in learning new things. Some of the things that I have learned in G/T are: Logic, Math and Art.

I'm in 3rd grade at Edgerton school Kalispell Mt.

Yours truly,

Jay Cummings

Jay Cummings

P.S. I typed this letter on my mom's computer.

January 22, 1987

Dear Legislator,

Please don't cut the funds for GT.
There is a computer class that I and
many other kids take. The class has
made learning about computers
much easier. In fact all the classes
in GT that I've taken have
made learning more interesting.

Yours Truly,

David Cummings
Edgerton school
Grade 6
Kalispell

845 First Ave. East
Kalispell, MT 59901
January 20, 1987

I would like to tell you what the G. T. Program means to me. I have been in the program five years and it has taught me a lot.

Some of the things I have enjoyed have been the college courses, my enrichment class that I take in school, learning about computers, and the many after-school activities such as art, science, and career-idea courses.

I hope that you will agree with me that it has been very educational and that you will not let the program be stopped.

Sincerely,

Sarah Smith
Sarah Smith
Grade 7
Linderman School
Kalispell, MT

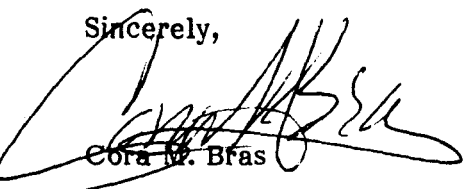
January 23, 1987

Dear Legislative Appropriations Education Sub-Committee:

I am the mother of a gifted child. While my son has been in the program less than a year, I can not begin to tell you the doors that have opened. This program is as necessary for gifted children as programs are for the learning disabled. Gifted and Talented has not only provided an outlet for these bright, creative and "eager to learn" children, but also given the parents an understanding of their children and the special needs they have. To cut funding for the program or the program itself would be a great injustice. Children without the challenge that Gifted and Talented offers for their enthusiasm and learning abilities would suffer greatly.

Please don't close the doors on these children. Vote to sustain the funding that Gifted and Talented currently has.

Sincerely,


Cora M. Bras

January 23, 1987

To: Appropriations Committee
From: Rian Meguire
eighth grade PACE student
North Jr. High School
Great Falls, MT
Re: Possible loss of gifted education funds/coordinator

Dear Sirs,

The Montana Constitution says that I am entitled to a quality education based on my abilities. Thus far, this has occurred. However, I feel it is likely to be jeopardized if this funding is not continued. I would like to think that the skills listed below are covered in the regular classrooms but, I know that they are not stressed. For me, quality education is incomplete without emphasis in these areas:

leadership	creativity	problem solving
public speaking	time management	goal setting
critical thinking	processing skills	brainstorming

Grants are being applied for and funded with this money to develop educational programs to meet the needs of gifted students. It is because of such a grant that I have the confidence to speak my views regarding this issue.

I urge you to support this funding and its coordinator because without this enrichment, school would be just another job. I think I deserve to reach my full potential and a regular classroom education isn't going to get me there. I speak for many other bright students who will become Montana's future leaders.

Sincerely,

Rian Meguire

Rian Meguire
86 Elk Dr.
Great Falls, MT. 59404
761-6407

MY PROPOSAL FOR THE GIFTED AND TALENTED PROGRAM:

MISTER CHAIRMAN AND MEMBERS OF THE COMMITTEE: MY NAME IS JOSELYN WILKINSON AND I AM REPRESENTING HELENA HIGH SCHOOL. THIS STATEMENT WILL BE BRIEF AND TO THE POINT, BUT EVEN IF IT WAS NOT, I COULD NOT TELL YOU HOW MUCH I HAVE BENEFITTED FROM THE PROGRAM. IT HAS GIVEN ME THE ABILITY TO REALIZE WHO I AM, NOT TO BE ASHAMED OF IT, AND TO RECOGNIZE WHO I CAN BECOME. BECAUSE OF WHAT THEY HAVE TAUGHT ME, I AM BETTER ABLE TO STRIVE FOR EXCELLENCE IN EVERYTHING I DO. I HAVE ALSO RAISED MY GOALS AND I AM BETTER ABLE TO REACH THEM. I HAVE BEEN WITH THE GIFTED AND HONORS PROGRAMS FROM THE VERY BEGINNING OF MY EDUCATION AND I KNOW HOW MUCH THEY HAVE HELPED ME TO GROW.

WHEN COOPERATIONS SET UP BUSINESSES IN AN AREA THEY LOOK TO COLLEGES FOR WELL-EDUCATED STUDENTS AND WHEN THERE ARE NOT MANY THAT FILL THE REQUIREMENTS, THE COLLEGES IN TURN BLAME THE HIGH SCHOOLS FOR NOT PROVIDING A REQUIRED EDUCATION WHICH INCLUDES EXTRA SKILLS FOR EACH STUDENT'S DEVELOPMENT AND THE HIGH SCHOOLS THEN BLAME THE JUNIOR HIGH AND ELEMENTARY SCHOOLS FOR NOT FULFILLING THE GIFTED STUDENT'S NEEDS. IT IS A VICIOUS CIRCLE AND THE STUDENTS ARE THE ONES THAT ARE THE VICTIMS OF OUR SHORTSIGHTEDNESS. WE CANNOT EXPECT SCHOOLS TO TURN OUT COMPETENT AND HIGHLY SKILLED INDIVIDUALS IF WE CONSTANTLY MAKE CUTS IN THEIR CREATIVE EDUCATION. FRANKLY, WE ARE SHOOTING OURSELVES IN THE FOOT.

AT PRESENT, I AM ENROLLED IN THREE HONORS COURSES BY CHOICE. I HAVE NEVER SHRUNK FROM A CHALLENGE, AND I CAN ONLY HOPE THAT FUTURE GENERATIONS AND THOSE IN THE EARLY YEARS OF THEIR EDUCATIONS, WILL NEVER HAVE TO LACK THE COURAGE OR THE OPPORTUNITY TO RECOGNIZE THEIR OWN POTENTIAL AND CHALLENGE THEMSELVES.

THANK YOU FOR YOUR TIME

WITNESS STATEMENT

NAME Lara Maughan BILL NO. Talented and Gifted Funding
 ADDRESS 1516 Broadway, Helena DATE Jan. 23, 1987
 WHOM DO YOU REPRESENT? Helena High School
 SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: I am very concerned about Gifted and Talented Funding not only because of its ability to motivate children to learn positively, but also because of its implications on the high school honors and Advanced Placement programs. [This Funding program only costs the state \$6 per child, which is cheaper than having to provide college funds to kids who weren't smart enough to receive scholarships, after Project Promise, Advanced Placement, and honors classes were cut from the budget.] Project Promise develops problem-solving skills and teaches kids to have an open mind to new ideas which many older people do not even have. The high school honors programs then develop the writing skills, more problem-solving skills, and also critical thinking* that prepares kids for college. These skills are so badly needed in high school kids now and if the Gifted and Talented Funding is cut now for grade school children, then it is just a matter of time before the high school programs are cut as well. At a time when we are trying to upgrade our educational programs throughout the nation, Montana will be fostering a state of mediocrity. If the school districts see the state cut its funding for these programs, then they will think that these programs are not as important, and so cutting them on a local level will be an easy way to save money. This is very important to me because I am a high school student who has received the benefits of the

honors and AP classes and I know how worthwhile they are. The regular classes have no real motivation to get good grades because they don't have the open minds and the developmental skills Project Promise gives kids. There is such a great difference between my honors classes and my regular classes in the intelligence and attitude that I know cutting the budget for honors will only bring about more indifference and mediocrity in the Montana schools.

P. O. Box 212
White Sulphur Springs, MT 59645
January 23, 1987

To The Legislative Appropriations Committee:

This letter is in regard to legislative cutting of gifted and talented education funding.

In the White Sulphur Springs Elementary School our gifted program has been in operation for three years. Our program is based upon the Joseph Renzulli Triad Model as are many others throughout the state. Through the use of this model in our gifted program, we have reached a higher level of education.

Our gifted program enhances the interests of all students in our school. Many presentations are brought into the school to expose students to new and exciting areas, otherwise not experienced. Students also work in special groups to develop individual interests during which advance research skills are taught. Throughout the program, critical thinking skills are stressed. Beyond this aspect of our program, students with high levels of creativity, intelligence and special talents are reached at an even deeper level. In our school, 47 students are given advanced services in which we strive to help them reach their highest potential creatively, intellectually and in their special talent areas. This advance research for these students could not be possible for the regular classroom teacher to prepare for, or teach in regard to money, time and materials. Schools have an obligation to aid all students toward reaching their highest potential. Without a gifted program and legislative funding we would be unable to achieve this obligation. The true recipient of harm of withdrawal of funds would be the student.

Not only has this program aided our students, it also has been of great value to the teachers in our school. Teachers now have materials and training to help students of all levels pursue interest areas. Critical thinking skills are now taught in a unified manner and through pullout of the gifted students, others who need stress placed on the basics can have more teacher interaction.

Our giftedOur gifted program has enhanced our educational atmosphere for teachers, and students (especially advanced students) and has obtained much support from our community. Without legislative funding, all of this would not be possible in terms of money, materials and time. Through the cutting of these funds we would be taking a step backward in Montana's education. Gifted education is a tool by which Montana students have the opportunity to reach their highest potential. Will you be the ones to remove this opportunity?

Thank you for your time and consideration of this letter.

Sincerely,
Teri Welch
(Mrs.) Teri Welch
Elementary Teacher



GREAT FALLS PUBLIC SCHOOLS

Skyline Center-Special Education
3300 Third Street N.E.
Great Falls, Montana 59404
(406) 791-2270

Statement of Gail Cleveland, Coordinator of Gifted Education Great Falls on behalf of funding for gifted and talented education. I support the level of funding recommended by the Office of Public Instruction.

Great Falls received a grant from the Office of Public Instruction for the 1986-87 school year which enabled us to provide inservice training to 60 kindergarten through third grade teachers on how to identify and program for gifted students in their classrooms. There are currently no training programs in Montana's colleges and university which train teachers in the area of gifted education. Consequently, inservice is the only option we have available to train our teachers. These inservices in turn, keep our students competitive with those from other states. Mrs. Lukenbill's office acts as a central clearing-house of information and is available to consult with school districts, particularly those districts not having resources for specially trained persons in gifted education. We have used this service on numerous occasions.

Past grants we have received have enabled us to expand our program to serve 200 more students and also to provide for community integration of our gifted program. Our district has continued to fund these programs at a local level.

Great Falls currently provides a program for students in grades 4 through 8. Every year we continue to have more requests for services than we are able to provide. Continued funding and support is essential for districts throughout Montana to maintain their programs. Not only should the level of funding be maintained but I believe it should be increased substantially.

20

1-23-

TO: Montana State Legislature
Appropriations-Joint Education Sub-Committee

Re: Gifted and Talented Education Appropriations

Date: January 23, 1987

My name is Gayle Vidal. I am the Gifted and Talented Enrichment Program Facilitator for Kalispell School District #5. I am here to speak in favor of maintaining the existing state funding appropriation for gifted and talented education.

The funds the legislature has appropriated since 1981 have helped our district make significant gains in planning for our able students.

In 1981-82, after being funded to study ways to better identify and serve gifted/handicapped students, we now we are able to more accurately find and serve a wider variety of talented youngsters.

In 1983-84, after using these funds to involve elementary students in reviewing and evaluating computer software, we are developing a scope and sequence of computer instruction for all students in our elementary classrooms.

In 1984-85 these funds helped us study ways to better serve extremely gifted students. We have used what we learned to make a number of changes in our program.

First, we have developed a mentorship program which extensively involves community leaders in working, as volunteers, individually with students.

Second, our district has signed a formal agreement with Flathead Valley Community College which encourages highly able elementary students to enroll in college courses and to attend special events at FVCC.

Third, we have involved 5 teams of students in the Montana State Future Problem Solving Program because we realized that some students needed more opportunities to learn and to practice critical thinking skills.

Finally, after becoming painfully aware that highly gifted students need more guidance and support services to help them better direct and use their abilities, our counselors have developed Leadership Skills classes in three of our elementary school and are meeting individually with other gifted students.

The appropriations for gifted and talented education have been extremely useful in helping local districts make their school and community programs more responsive to the specific educational needs of not only gifted students, but all students. Every student has individual needs, and as we learn better how to plan for gifted students' specific needs, we are, in fact, also learning more about how to plan for the special needs of all students.

Thank you for your time and attention.

Jan. 23, 1987

My friends have asked me to tell you what the "gifted program" in the Montana schools mean to me. Well, I suppose that I should begin by saying that I never would have moved to Montana in the first place if there had not been a gifted program in your school system. I did a lot of homework deciding on Montana over Washington State and the small school with QUALITY education won. My children had attended the Greenhill School in Dallas for the past three years. They are bright children and are used to challenging work. Indeed, my 11 year old son's performance fluctuates with what is expected. If he had week after week performing only at the level that would "get him by" we would get compromised work habits and worse "boredom burn-out". As it is, he goes on Tuesday afternoons to ISF (Independent Study Program). It is here that he can stretch his skills, experiment with ideas and be guided to future career options. He comes in from school on those days and recreates over and over what was learned with and without variations. The excitement lasts for days and spills a heightened sense of pride into his other schoolwork.

I feel safe in saying that you would lose many prospective Montanans if anything were to happen to the gifted programs in the schools. Why should young couples move their promising children to an (inferior) school system? They would certainly choose a state that promotes the best that the young people can give. I'm not sure how long I would stay if I didn't think my son was receiving the best education he could get in order to prepare him for his future and his future contributions to society.

Thank you very much.

Yours truly,

Connie Sample

Connie Sample
Montforton School (parent)
Bozeman, Montana

88 Big Chief Trail
Bozeman, Mt. 59715
(406) 587-5272

that does not
meet the needs
of each child.

WITNESS STATEMENT

Talented
Gifted
Funding

NAME Steve Armstrong BILL NO. _____
ADDRESS P.O. Box 5711 Helena, MT 59601 DATE 23 Jan '87
WHOM DO YOU REPRESENT? Helena School District
SUPPORT XXX OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Talented and gifted programs provide an ideal opportunity for the very best and brightest that Montana has to offer. It is a given that the bright, exceptional, student has very special needs throughout his or her academic career; the talented and gifted program meets those needs.

The talented and gifted program prepares those individuals for the varied challenges they will meet throughout their academic career. In Helena, for example, T & G students enter the honors and advanced placement program as freshmen. Their skills are continually polished to the point that they can earn college credit as juniors and seniors.

These students are the best, academically and intellectually, that we have to offer this state. To deny their needs, special as they are, is yet only another example of Montana's decline to mediocrity. More importantly, it is a blatant example of Montana's acceptance of mediocrity.

My name is Karen Richardson. I live in Somers where I am a trustee on the District 29, Flathead County School Board. I am here representing the board and speaking in favor of maintaining the present appropriations for gifted education.

Our school district of 270 ANB, benefitted greatly from the grant we recieved to write a program for the Gifted and Talented children who are a part of our district. With the grant, we were able to write a program and to identify the children. It also provided inservice for all of our teachers on meeting the needs of gifted children working in the regular classroom.

Since the beginning of our program, we provide for between 15 and 20 students each year. We feel that the program gives these students an added dimension to their regular curriculum, creating for them a vehicle for additional growth that would otherwise be undiscovered. By realizing their potential now, these students will help create a better tomorrow utilizing talents and ideas generated by gifted programs. We also feel very strongly that gifted programs inhance the education of all the children in the school and leads to excellence in education for all.

We urge you to maintain the funding for gifted education and provide excellence in education for Montana children.

Karen A. Richardson
1/23/87 26

January 23, 1987

My name is Diane Denney, I am excited to have this opportunity to share with you something that is very important to me.

Three years ago my husband and I made a decision to move to the Kalispell area so our son could participate in the gifted and talented that was available through District #5. Our personal philosophy, that of a child, being the best investment we can have for our future was also felt and nurtured by the Kalispell School System. We feel we made the right decision. We have watched our son develop and grow in areas of learning that were made available to him through the Gifted and Talented Program. Our second son is now also in the Gifted and Talented Program and having many opportunities that are helping him to reach his potential.

Many of these children that are presently benefiting from these enrichment programs will be the creative problem solvers for their community. I am a proponent for Gifted and Talent.

yours truly,
Diane Denney



COLSTRIP PUBLIC SCHOOLS

January 23, 1987

Rep. Dennis Nathe, Chairman
Sen. Judy Jacobsen
Sen. Swede Hammond
Rep. Dennis Iverson
Rep. Ray Peck
Sen. Greg Jergeson

Gifted and Talented Education is of concern to the staff, students, administration, and parents in School District #19. As an educator with 16 and 1/2 Years of experience I favor Gifted and Talented programs.

Colstrip School District #19 is currently supporting its own program. We did receive a small grant when it began. Smaller, less wealthy districts must rely on this bi-annual appropriation to implement their programs.

Current research is focused on Effective Schools where large group instruction and Mastery Learning are the norm. While these programs are meeting the needs of the average and below average student, they do not meet the needs of the top 15% of the student population. Gifted and Talents programs are vital to the motivation and growth of these able students.

You, the Appropriate Sub Committee, are able to effect the future of new Gifted and Talented Programs through your actions today. By approving monies for the continued support of Gifted and Talented Programs you will be benefiting students needing more than a regular school program. I appreciate your continued interest in improving education.

Thank you,

Linda D. Null

Linda D. Null
Principal
Pine Butte Elementary School
Colstrip, MT

DISTRICT NO. 19 • ROSEBUD COUNTY

P.O. BOX 127, COLSTRIP, MONTANA 59323
[406] 748-2271

28

45 East Wyoming St.
Kalispell, MT 59901
January 22, 1987

Education Appropriations Committee
State Legislature
Helena, MT 59601

Dear Committee Members:

I am writing as a parent and teacher from a rural school. My children have been identified as gifted and go to school in Kalispell. I commute to Marion to teach in a logging community about 25 miles northwest toward Libby.

I feel strongly as an educator and as a parent of children identified as gifted that each child is entitled to an equal opportunity for education according to their abilities as put forth in our State Constitution. I urge you to consider the payback to our state by nurturing, and encouraging, and challenging our highly capable youth. I hope you are dedicated to excellence, as I am, and will support the education of gifted students by maintaining the funding at current levels.

I worry that Montana education will be reduced to mediocrity when we do not offer students opportunity for growth. I worry that the talents of our highly capable students will wither without your support and financial backing.

480 Batavia Lane 286
Kalispell, Mt. 59925
January 22, 1987

Education Appropriations Committee
Montana State Legislature
Helena, Montana

I am an educator in one of Montana's rural schools and a committee member for our Gifted and Talented Program. I feel very strongly that we need, at whatever cost, to support the education of our students of outstanding ability. It grieves me to see students of tremendous potential working without the programs necessary to address their uniqueness. They are, after all, our most important resource and our hope for the future. It is essential that we develop leadership and problem solving skills in them.

In addition to meeting the needs of our gifted and talented students, these programs enhance the learning environment for all students. Don't let our future generations down. Help America rise, once again, to the forefront of education. Fund our gifted and talented program. We, as classroom teachers, need your assistance to do our best.

Thank you,
Mrs. Judy Andler
Mrs. Andler

1-21-87
State of Montana

Re: Gifted Student Program

As a concerned parent I'm writing a few comments to support the Gifted Program. We have had 2 children involved and 3rd child that qualifies.

The program as presented to our children brought out Thinking Skills that may have gone untouched. Also, they had more enthusiasm toward school, there was more to challenge them, other than everyday ordinary classroom teachings. We felt it opened new doors that showed no limits.

If we are going to continue to spend money on children who are classified as handicapped - And will Always ^{have} Limited Capabilities. Why not give something to those children who are gifted and could do many things with their future. These are the young people we all want as leaders and doers. These are people we want to remain

in Montana and help the future
of the state.

I feel both ends of the scale
should be given equal time, instead
of consistently dwelling time and
money on the lower end of the
scale.

Place some attention on Educating
the educatable.

An extra thought;
Drug Abuse Crime
Alcoholism Teen Pregnancy
Suicides

Possibly many of these problems
are gifted Children & bored, looking
for new outlets. Need a positive
direction for their energies!

Sharon E. Ubach

Box 28

Marion, MT 59925

854-2557

Education Appropriations Committee:

I am writing to support the Gifted Education in Montana. It should have an emphasis just as Special Ed programs do because of students on each end of the scale. To me the biggest mistake that can be made is if a student gets bored and quits school due to lack of interest. This student could have been gifted in some area that went unidentified so they need a chance as the Special Ed and Handicapped get.

Nancy Brikke
Mauron, MT

Education Appropriations Committee
Montana State Legislature

Dear Members of the Appropriations Committee:

As a classroom teacher I am often frustrated by the amount of holding back we are forced to do with our exceptional learners. Having such a variety of students with such wide range of abilities in our classrooms often is extremely limiting to gifted and talented students.

As a Chapter I teacher I see many students who are "dropping out" in their classrooms from frustration and boredom with the limited programs.

A Gifted and Talented program offers a chance to challenge young minds. It also offers training for teachers in the recognition of gifted students and teaches special techniques for keeping their interest.

As a parent, I find that our children are often frustrated and bored with the "regular classroom". Feelings shared by them are feelings of isolation and not fitting in with other students. They feel out of place.

I'm concerned about high suicide rates among gifted children. I love my own children and the children I teach too much to see them slowed down or dropped out of our classrooms because no one cares enough to fund a Gifted and Talented program.

Sincerely,

Louise Schlegel
Louise Schlegel

Clark E. Schlegel
Clark E. Schlegel

Jan. 21, 1987

Dear Committee Members,

As members of a committee dealing with funding for Educational programs, your goal is to address the funding of programs for all children. We believe that programs for students at all levels of the learning scale are appropriate in today's world, those on the high end of the scale as well as those on the low end.

Focusing time, attention, and especially funds on the needs of gifted students, those of superior ability or talent, would benefit existing classrooms, (as gifted students are stretched to higher thinking they will encourage others strive to excellence also.) Leadership qualities and problem solving abilities would be developed enabling those students to better meet the challenges of adult life.

We believe it is our responsibility to educate the future leaders of Montana, the gifted students of today, so they will be prepared to meet the challenges of the future.

We urge you to support funding for Gifted Education.

Thank you,
Dick Helms
Linda E. Helms

P.O. Box 27, MARION MT 59925

January 21, 1987
Colstrip, MT 59323

Joint Appropriations Committee
Dennis Nathe, Chairman
Capitol Station

Dear Mr. Nathe,

I want to impress upon you my high opinion of the Gifted and Talented program in my daughter's school.

It allows the students of above average intelligence who are task-committed to receive the opportunities to pursue the varied interests and talents that they have.

In addition to the many self-contained classroom activities, the students are encouraged and guided to delve into other aspects of learning, such as: discovering new ideas, coping with problems, planning, problem solving and decision making.

Students are given increased opportunities to excel and nurture themselves in high interest areas. At the same, I have found my daughter

to be more self reliant in her actions and in decision making. She seems to have a good sense of worth and self confidence as she anticipates the various activities in the Gifted and Talented program.

Our daughter has a continued interest in school this year. I feel that the Gifted and Talented program has succeeded in providing her many chances for a well-rounded education.

I truly hope that Gifted and Talented programs will continue to nurture students in the state of Montana.

Thank you for taking the time to read my letter. It means a great deal to my family.

Sincerely yours,
Shelley Chapman
Box 1991
Colstrip, MT 59323

Dear to Mr. Jerry Jacobson,

I am very sorry about the problem we are
having with funding the gifted and talented
program. As a full year member of this program,
I have seen the students receive a lot of
benefit from it. It is important for them
and I want to see the education
they need in public schools. And I think
that many people very much appreciate the
schools cooperation in funding the program.
And in conclusion, I think this program
should not be abolished.

Sincerely,

Kelly

Turner P.B.E.S.

P.O. Box 2039
Colstrip, Montana
59323

Dear Sen. Greg Jergeson,

I am in the gifted and talented program of District 19 of Colstrip, Montana. I want to ask a request on our behalf that you will vote and ask that we may keep the Ect. Program furnished in our school!

Ect. has helped me in many things. It has taught me to do reports, use my talents better and much more.

It has also shown me things about other children and about myself. Now I understand myself a lot better now.

I am sure it has helped many others too!

Sincerely,

Kim Button

Janny Becker
P.O. Box 522
Colstrip, MT.
59323

Jan. 22, 1987

Dear Senator Jacobsen,

The Gifted and Talented Program is a good source of learning. It helps the students learn more about everything. The Gifted and Talented Program helps the gifted and talented learn about yourself. You shouldn't abolish the program because a lot of teachers would be looking for a job. If you do abolish it a lot of bright in class would border than bord. That is a good reason and don't abolish it because all the kids in it would be P.O.ed.

Your fellow Montanan
Janny Becker

Dear Members of the Gifted and Talented Committee,

I'm in the G & T program at Pine Bluff Elementary School in Colstrip. It helps us who are in the program learn new skills & talents. We have a lot of fun in the program. We have contests and learn how to play new games and watch films that teach us new things we didn't know. I would like to see the program go on in the schools in Montana.

Sincerely
Jace Whitman 5th grad

Colstrip Montana | Dear Senator Hammond;

59323

P.O. Box 157

3260

Appaloosa

Drive

1/22/87

I am a member of Gifted and Talented. I think it shouldn't be abolished because kids learn a lot ~~from~~ from their teachers. Kids like it and if you did their would be a lot of teachers looking for jobs. Also if kids get a good education their would be more educated people. If can fund many other things why cant you fund this. I'm a wrestler and my town has funded wrestling for 30 years and we don't exactly have the richest town in Montana. If you're going to abolish it, why not raise Montana State Income Tax. I didn't mean to be obnoxious. I hope its ok.

Fellow Montanan,
Toby Wayne Violett

Dear Members of the
Gifted and Talented
Committee,

I'm a member of
the Project Etc. program
in P.B.E.S. I'd
you abolish this all
that you are only
hurting hurting future
Montanans. I know
my letter is not
going to do much.

Sincerely,

Chris Jungers

return address
Cinder Beer
Cotstrip MT.
P.O. Box 1691
59323

1/22/87

Dear members of the Gifted
and Talented committee,

We are writing to you because
we want you to keep the Project
Etc. Program going. It is a good
program for kids who are
gifted to learn more. It would not
be a very nice thing for all of
those kids who might get a
chance to and haven't been able
to be in this program. Everybody at
this school is very eager when
the new year begins to see if
they have made it to the Project Etc.
Program. It is a very exciting experience.
I know! because this is my first
year in project and I know
that I was excited. So please keep it
going.

From: Cinder
Beer

Jennifer K. Bigback
P.O. Box
Lone Deer Wyo.
83015

1/22/87

Dear members of the Gifted and Talented Committee,

I don't want you to stop Project Etc. Project is very fun and it would be very sad with no project. Etc. since I've been in project + has been very fun and educational. I go to Project Etc. in Casper Wyo. I've learned a lot of new things here and it is very enjoyable. Here there is over 60 kids going to project. It is very exciting and lots fun. It would be so sad to not have any funding to continue project.

Sincerely,

Jennifer Bigback

Dear Sen. Greg Jergeson,

I am in the gifted and talented program in Colstrip, Mt. We have been doing a type 3's. They help me in doing reports. If you would I would ask if you will vote for having a fund and keeping the gifted and talented program. There are about 60 people in the program. If you close it then 60 kids are put down. So please keep it.

From,

Nyree Pierce

1/28/87

Dear Gifted and Talented
Committee,

I would like you to not
cancel Project ~~Ex.C.~~ Ex.C.
It helps us learn and ~~and~~
it's fun also. It makes us
smart & it is helping me
learn to get along with other
people & friends. Project Ex.C.
kids ~~take~~ take field trips
& we enjoy nature. Please
vote to keep Project Ex.C.

Yours truly
Travis Thomas

January 22,
1987

Dear,

Gifted and Talented Committee

I hope you do not cancel Project ETC.

It is very fun we do a lot of fun thing...
we all ~~regularly~~ went on a trip to the nursing
home we donated to them and our
teacher is very nice. It is really detrit
in Project ETC. We use hier level thinking skills.
Pleas vote to fund giffed education.

Sincerely, yours,

Sharon Small



Jan. 22,
1987

Dear Gifted and Talented Committee,
I hope you won't cancel
project etc. I have a very nice Project
ETC teacher. We went on a field
trip to the Nursing home. I have
a friend named Lacy and I saw
her grandma in the Nursing home. We
sung Christmas carols. I think
Project ETC is fun. We do lots
of fun things in Project ETC.

Sincerily,

Heather
Beckham

Dear Gifted and Talented Committee.

We want Project e.t.c. to keep running through our schools. It's very fun, and we enjoy it. It is helping us and will help us later in life. It's very educating, and it makes us smart. It is interesting, and better than the regular classroom.

Sincerely,

Justin Haxwell

Jan. 22, 1987
P.O. Box 121
Conth, Wt. 513

Dear Judy Tacaen

I Think you should keep
project E.T.C. I mean
alot. And its fun!

your pal

Matt & w.

Jan 22
1981

Dear Gifted and Talented Committee,

Dont take project away because it prepa-
s as for adult hood and we have not
I to more challenging and interesting.
than just the classroom. The 21st.

Signed,

Jason Small

59329

Chad little head

Dear Greg Jergeson I like
E.T.C because it helps me. it helps
me with my life E.T.C helps everyone so -
if you shut down E.T.C you will make us -
unhappy and we will miss Mrs. Briney and -
she will miss us. and if you will let -
us have E.T.C we will be happy. Thankya

Sincerely Chad little head

Jan. 22, 1981

Joint Appropriations Committee
Mrs. Rathe, Chairman
Capital Extension
Helena, MT 59620

Dear Committee Members,
Please save the Gifted
and Talented programs in
Montana. It's a very
happy thing in our school.
We do lots of fun things
like visiting a Nursing
Home and going outside to
find things to use on the
microscope. We also
make murals and
do fun games. So please
save the programs.

Sincerely Yours,
Erin Chapman
Box 1941
Colstrip, MT

59323

Jan. 21;
P. 157
Colston At 512

Dear _____ of the _____ Committee
I thank you for
the good program
and before and on plentype
can help you that they can
visit. I hope that high
kids learn how things will
be out of a job and
will find another job. I hope
you help keep these jobs.

from your friend

Justin Waters

age 9 1977

Pine Bluff School

Jan. 21, 1957
H.B. 111
C. 111
59323

Dear members of the gifted and talented
committee,

My name is Brenna Pierce and I
am in the gifted and talented class.
We learn a lot in there. It's a good
class. People like it there. It's
where you learn to be a responsible
kind, fair kind. We work with people
who need the help. It's kind
of like our jobs. Don't take
away the program. It's not fair
to us about losing our special
class, or to the teachers for
losing their jobs.

Sincerely,

Brenna Pierce, Pine Butte
Elementary School

Jan. 21, 1987
P.O. Box 127
Colstrip, M.T. 59513

Dear members of the gifted committee,
Hi, My name is Brian. I am one of the
gifted and talented kids. I sure hope you
don't take the money for the gifted
program because I really think it's
important for us to have gifted and
talented. We have a very nice teacher
and it also helps us learn. We play
fun games and a lot of other
stuff. We really like gifted and
talented and we sure hope you
don't take it away.

Sincerely yours,

Brian Stutzman
Pine Bute Elementary

Jan. 21, 1987
P.O. Box 127
Colstrip, MT
59313

Dear members of the gifted and talented
committee,

My name is Nicole Brabec and
I am in the gifted and talented class. We
do lots of nice things for people. We
learn a lot of good things in there. It's
a great class. You learn to be a respons-
ible kid. You learn to work with other
kids. We give people help when they
need it. People like it there. I ~~sure~~
hope you don't take the gifted and
talented program. And I don't want any
buddy to be out of a job. It's a good
place to learn.

From Nicole Brabec

Pine Butte

WITNESS STATEMENT

NAME Angela Ihara BILL NO. _____
 ADDRESS 100 Blake DATE 1/23/87
 WHOM DO YOU REPRESENT? Helena High School
 SUPPORT Gifted / Talented Funding OPPOSE _____ AMEND _____
 PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

The greatest asset the state of Montana possesses is its young people. The development and education of these people is vital for the future of this state. With the cutting of funds for gifted children, the future looks bleak.

"Project Promise" is a worthwhile program which excelled students gain and appreciate knowledge. The consequences of cutting this program does not stop at the grade school or junior high level, but continues through high school and college as well. This beneficial program prepares students for ~~college~~ the challenges ahead and gets them interested in the honors classes at Helena High and various other schools. Preparing students for college, honors courses help bring students to their intellectual potential. And isn't that what we want? For the hope of tomorrow is the burden of the schoolkids today.

But how can we achieve greatness when cuts are made that set back the promising? The ultimate effect would be the elimination of "Project Promise" and all high school honors courses. This is upsetting because these classes are worthwhile and valuable. So, I would like you to consider the ramifications of this program cut; for the future!

WITNESS STATEMENT

NAME Eric Dale Johnson BILL NO. _____

ADDRESS 570 Diehl Drive DATE 1/23/87

WHOM DO YOU REPRESENT? _____

SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

As a student who participated in programs for the gifted and talented before high school, I feel that the educational experience that I gained has helped me to succeed at the secondary school level. At the same time that programs for intelligent kids encourage creativity and individual thinking, they also give students a sense of great accomplishment. This later leads them to put more effort into their studies. I don't think I could have done as well in high school without the educational incentive that Project Promise gave me.

Cutting this program would damage the Honors and Advanced Placement programs at the high school level. These classes provide advanced and college-level instruction for students who, through gifted and talented programs, have shown potential in certain areas. The death of motivational programs such as Project Promise will set a dangerous precedent for future slashes in "higher education" in the high schools.

Most students in Montana choose to stay here. If we want to keep up with the modern world, we need to keep our students well educated. The students who are challenging themselves with honors and gifted and talented programs will go on to become important community leaders in Montana. Cutting gifted and talented funding is a self-defeating purpose; in the long run, we will pay more for lack of education than it costs to maintain education.

WITNESS STATEMENT

NAME Matthew McCluskey BILL NO. _____
ADDRESS 1500 Virginia Dale DATE 1/23/87
WHOM DO YOU REPRESENT? _____
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

I participated in Project Promise, a part of the Gifted & Talented program. With its emphasis on creativity and thinking, I was well prepared for the Honors Program in high school. Not only did it allow me to expand my skills, but it also motivated me to challenge myself in education. Without this motivation, I would not have reached my potential.

I think the trend toward uniformity is a discouraging one. It is a fact that students are different, and if their needs are not met - that is, if they are not challenged - mediocrity is the inevitable result. I know that if it were not for Project Promise, my academic interests would be undeveloped and sparse.

At a cost of under ten dollars a student, Project Promise is a real bargain!

PROPOSAL OF STATE FUNDING FOR SPECIAL EDUCATION

Superintendent of Public Instruction

	1987-88	1988-89	TOTAL BIENNEUM
Gen. Appropriation	\$ 27,361,646	\$27,361,646	\$ 54,723,292
Contingency	<u>500,000</u>	<u>500,000</u>	<u>1,000,000</u>
	\$ 27,861,646	\$27,861,646	\$ 55,723,292

Governor

Gen. Appropriation	\$ 27,361,646	\$27,361,646	\$ 54,723,292
Contingency	<u>400,000</u>	<u>400,000</u>	<u>800,000</u>
	\$ 27,761,646	\$27,761,646	\$ 55,523,292

Legislative Fiscal Analyst

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Education

AGENCY(S) OPI

DATE 1-23-87

DEPARTMENT Gifted & Talented

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY

7

DEPARTMENT Gifted & Talented

[illegible]

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

January 23, 1987

Dear Legislative Appropriations Education Sub-Committee:

The Gifted and Talented Education Program has fulfilled and is fulfilling a BASIC need in my children's education. All children have special needs. These educational needs are different for each child. If the appropriations for the G/T Program are cut in any way, my children's needs will NOT be met.

The Constitution guarantees an education for my children which will allow them to develop to their full potential. Without the state's financial support of the G/T Program, the ability of the State of Montana's Public Schools will be inhibited in even allowing my children to develop to their potential. Without the funding to the G/T Program, I will watch my children aspiring to be average instead of developing their potential.

Parents who choose to live in Montana, but who have options to live in other states, may well choose to leave Montana in order to find appropriate education for their children. We would see our state's most valuable resources leaving the area. I am a person with these options. I can not allow my children to suffer from your actions. At a minimum, we need to maintain the current appropriations of \$200,000 for gifted education.

I'm not asking you to increase the appropriations because I truly realize these are troubled times, but let's not cut these children's ability to participate in a program that simply meets their basic needs of a quality education.

Sincerely,

A handwritten signature in cursive script that reads "Phyllis Burks". The signature is written in dark ink and is positioned above the printed name.

Phyllis Burks

January 22, 1987

Joint Appropriations Committee
Montana State Legislature
Helena, Montana 59601

Committee members:

We have a daughter who is a gifted child. Her abilities are at least three years beyond her grade level. She has profited from the Gifted Education she has been receiving and needs to continue receiving Gifted Education to make the most of her talents and abilities.

Without Gifted Education, we are afraid our daughter will become bored and unchallenged. We want her to reach her full potential and we believe Gifted Education can help her do that.

Sincerely,
Rick J. Holman
Rick J. Holman
104 Riverway "D"
Great Falls, Mt.

Dear Father,

I am the parent of a child that is disabled, and I am writing you from the level. I would do most anything, even to write the letter, to make you not to take away from the gifted Ed program what funding we do have.

I am putting a parent on the line, begging & pleading you to help. I can not do it. These children look forward to this program. It is one of the highlights of their day.

I work with the enrichment program once a week and I see the spirit in the eyes of these children. They always wait for the program.

to see it ship at the end of the
school year. The ship will
wait for Tuesday. To some extent
it is a matter of time.

I feel we need a gifting
program for K-12. Not 4-12 -
These children are our future -
I want to invest in them -
I want to give them as much as possible
to help them. Not to tell, but
to help them. The children
will be our future. We must
invest in them.

Let's make a plan for the
gifting program. Let's make
a plan for the gifting program.

Mountain View School

Jan. 22, 1987

Dear Legislature:

The gifted education program is an extremely important one. Our children, who excel beyond the average student, need programs such as pace and enrichment. If these children are not programmed in the right directions, they may get lost in the shuffle and turn to the negative aspects of life, out of boredom.

As a parent volunteer, I have seen the benefits of enrichment. The children are eager to learn and look forward to our weekly meetings. It is important that these children not be overlooked, at the elementary level. I urge you not to cut the funding of the gifted education program.

Sincerely,
Sharon Larsh
Great Falls
Mountain View School

Jan. 21, 1987

Dear Legislator,

I am a very concerned parent concerning the funding for "Gifted" children. Our son is in the PACE program and we are very pleased with additional education he is receiving and we would hate to see the funding lost for this worthwhile program.

I am also a volunteer for an enrichment program in Mountain View elem. school for kindergarten, first and second grades. This program prepares the children for the enrichment or PACE programs, started in the fourth grades. Additional funding to sustain these programs

at the earliest possible grades,
I hope, will be added in the
future. Children do not become
"Gifted" in the fourth grade and
they should be receiving additional
education throughout their
elementary years

I urge you not to
cut out the funding for
these very worthwhile programs.

Thank you.
Bambi Collins
Great Falls, MT

1701 Fifteenth Avenue South
Great Falls, Montana 59405
January 22, 1987

Joint Appropriation Committee
Montana State Legislature
Montana State Capitol
Helena, Montana 59601

Dear Legislators:

It has come to our attention that your committee is considering reducing the funding for gifted education programs. We feel that this is an unwise move on your part.

We have a fourth grade daughter who has been accepted into the local gifted program, PACE. We think that this program is one of the best educational opportunities that our daughter will have. Now you are suggesting that the program not be funded and, consequently, eliminated.

Our daughter scored six separate 99% scores on her Iowa Basics. She could not be adequately tested by regular educational channels. The PACE program will give her the educational challenge she requires.

Montana has always given education a high priority. Please do not stop it now.

Respectfully yours,

Eric Ellis
Janet Ellis

Eric Ellis
Janet Ellis

June 29, 1961

Dear Legislators

One of the most important things about our young people is its education program.

As a parent of a gifted child I hope that you do not cut the "gifted education funds." There must be other places to acquire funds besides education. Please keep education the strong foot hold that Montana has.

Thank you

John A. Gustafson

508 15th St. S.W.

Great Falls, Montana

1/22/87

To all Montana State Legislators,

Please reconsider any budget cuts which would reduce the meager funding currently available for gifted education. The children affected by these cuts are not just any children, they are exceptional children. Surely we should not subject them to only average schooling because they have the talent, intelligence and imagination to excel regardless of what they are taught. I'm sure most legislators would not appreciate having their performance evaluated by what is considered average learning for their peers. A budget cut would do just that for these kids - limit their performance potential and possibly stagnate them. Some of these kids will be leaders someday, both in the public and private sector. If we are invested in broadening their horizons now, you'll pay such a big dividend in the years to come. I'm a father of 4 children and have thought what most of you have probably thought - I want my kids to be better than I am, and be more successful than I am. Let's give them that chance. Give them the opportunity to learn and explore and discover. Our kids deserve that much from us.

Sincerely

Darryl Rogers
618 1/2 6th Avenue South, Great Falls, MT 59405 727-2612

8301 Fox Farm Road
Great Falls, MT 59404
January 22, 1987

Joint Appropriations Committee
Helena, MT

Dear legislators:

As a parent of two gifted youngsters, the appropriation for gifted education is very important to me. Montana's state grants have provided impetus for new programs and to our local districts they have underlined the importance of educating gifted children.

A statement from my son's second grade teacher helps to explain why gifted kids need special funding. "First I teach my average learners," she told me, "because that's where most of them are. Then I teach my slow learners. I never have any time left for the bright ones."

Bright kids are people, too. They need an appropriate education -- for their own self-fulfillment and for the future of our state. Despite the popular perception, many gifted kids can't "make it on their own," as the numerous gifted dropouts, gifted criminals and gifted suicides in the U.S. have demonstrated. Please continue to include this very important funding in your budget plans.

Sincerely,



Liz Larcom

3726 Central

Great Falls, Montana 59401

January 22, 1987

Members Joint Appraisal Committee

1000 1st Avenue N. E. 1st Floor

Helena, Montana 59601

Ladies and Gentlemen:

I am a parent of a gifted child. My son has been involved in the "gifted" program. I must strongly protest any cuts to the already meager funds available for gifted education.

I have personally seen the positive results of having a program for gifted children and increasing teacher awareness toward the uniqueness of a gifted child and meeting their special needs.

Our eldest daughter, now 27, was undoubtedly a gifted child, yet that concept was unknown to both educators and parents 20 years ago as she began her education. Tested as being in the top 2% of the population, she constantly had trouble in school until she became a high-school dropout at 16.

Another daughter, now 18, benefitted from the advanced classes in junior and senior high school which helped her secure a nomination and acceptance to West Point where she is ~~is~~ now a Plebe and one of 120 young women nationwide to be so chosen.

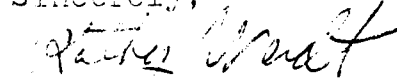
A third daughter, 12, has participated in the PACE program since 4th grade and will be taking the SAT this weekend as part of the ~~the~~ national talent search for 7th grade students.

A first grade son, 7, although not old enough to participate in the gifted program which begins in 4th grade - is given time and help to read at his level (2nd to 4th grade) due to the increased awareness of giftedness. This teacher and principal brought about by the workshops held in Great Falls.

I have other children gifted artistically and musically - yet their needs have not been addressed due to the limited funding of the program.

I have witnessed in my own family the negative consequences of lack of gifted awareness by teachers and parents and the positive results of a gifted program. I feel it would be a tragic loss not only to the students themselves, but also to the State of Montana to cut this program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kathy Wendt".

Kathy Wendt

1128 18th Ave. SW
Great Falls, MT 59404
January 21, 1987

House Appropriations Committee
Capitol Building
Helena, MT

Re: Funding for Talented and Gifted Programs

Dear Sirs and Madams:

We wish to voice our support for continued funding of the Talented and Gifted Programs in Montana schools. Our leaders of tomorrow come from programs such as these, and young minds must be nourished at an early age to develop the talents needed to lead our country in the future. We do not feel that the needs of these children can be adequately met in a regular classroom atmosphere which must be designed to serve children at all levels of development.

Please consider the importance of maintaining the gifted programs for the continued strength of our schools and our country.

Thank you,

Gary W. Felstead
Diane H. Felstead

Gary W. Felstead
Diane H. Felstead

January 22, 1987

**House Appropriations Committee
State Capitol
Helena, Montana**

Dear Committee Members:

I am opposed to the proposal to phase out the Gifted Education Coordinator's position from the Office of Public Instruction.

It is difficult to believe that the legislators who truly support quality education for all children would cease all services for their gifted children. Whether one defines our gifted population by using Renzuilli's 20%, Terman's 2% or anything in between, the fact remains that gifted children demonstrate needs that are distinctly different from the average child. And, it is our responsibility to provide them with an appropriate education.

The State Department of Gifted Education, through the Gifted Education Coordinator, has worked to help the Montana school districts, both large and small, better meet the needs of its gifted students. It fosters networking among schools, trains teachers in gifted education strategies, stimulates program development and consults with teachers.

Most importantly, it demonstrates that Montana and its legislators at least acknowledge the fact that their gifted students are as deserving of an appropriate education as any of their other students.

As a parent, an educator, and--most of all-- a citizen who wants to be proud of the quality of education we provide in Montana, I urge you NOT to take a step backward; but, instead, to continue services to our gifted students by retaining the Gifted Education Coordinator's position in OPI.

Thank you for your thoughtful consideration of this matter.

Sincerely,

Alicia Duncan

**Alicia Duncan
Montana Citizen**

January 22, 1987

To: Members of the House Appropriations Committee
1987 Montana State Legislature

Re: The Office of Public Instruction
Position of Gifted Education Coordinator

We wish to support the financial need for an Office of Public Instruction coordinator of Gifted Education, and also encourage continued legislative support of gifted/talented programs throughout Montana.

Nancy Lukenbill's office provides crucial inservice training to classroom teachers throughout the state and serves as a central location by which gifted and talented information is distributed. Her office is also used as a resource to school districts.

We strongly feel that gifted/talented programs serve a vital function in meeting the needs of Montana's gifted/talented students in the public schools; in all likelihood these needs would not be taken care of in the regular curriculum.

The intricacies of directing gifted/talented programs are many and varied, and the direction provided by Ms. Lukenbill, through her position of OPI coordinator, is invaluable to school districts in the state.

Montana's youth of today will become the citizens of tomorrow. Gifted/talented programs and special teacher training by Ms. Lukenbill's office provide a means by which our children will be better prepared for a demanding and complex future.

It is our sincere hope that the House Appropriations Committee will give their serious consideration and positive support for the position of Office of Public Instruction Gifted Education Coordinator.

Sincerely yours,

Ron and Anita Ronning / 1308 14th St. SW / Gl. Falls 59409
Peggy & Fred WARDINSKY 2757 Greenbriar Dr.
Francis & Ileyde Ronning 2749 Greenbriar Dr. Gl Falls 59409
Dan & Joan Loda / 2750 Greenbriar Dr. Great Falls, Mt.

NAME	ADDRESS
Lyle & Ruth Stappa	1124 22 Ave So Great Falls, Mt.
Bruce & Helen Eichel	2209 Grand Dr. Great Falls, Mt
Jay & Diane Frostad	1128 18th Ave SW Gt Falls, MT 59404
Ken & Hilda Beck	1124 18th Ave SE, Great Falls, MT 59404
Wes & Bobbi Hall	922 2 Ave N. Gt. Falls, MT 59401.
Glen L. Price	422 15th St. So. Gt. F. MT 59403
Ruth and Gary Franklin	4428 6th Ave. So Gt Falls, MT. 59405
Marlene A. Jacobsen	3329 3rd Ave So. Great Falls MT 59405
Gary and Vito Meggs	86 Elk Dr. Great Falls MT 59401

January 22, 1987

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1987 Montana State Legislature

Re: The Office of Public Instruction
Position of Gifted Education Coordinator

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Sincerely yours,

*Don + Joan Roda/2750 Greenbush Dr. Great Falls, ?
Ray + Lillian Stauffer, 112422 6th St Great Falls, ?
FRED + PEGGY WARDINSKY 2757 Greenbush - Great F*

Ron & Anita Ronning / 1308 14th St. SW / Gt. Falls
Shirley & Henry Mott 1200 24th Ave SE. 59404
Francis & Lloyd Fanning - 2749 Durbin Ave. Gt. Falls - 5940
Shirley & Henry Mott 1200 24th Ave SE. Gt. Falls
Bill & Coleen Eidel 2209 Beck Dr. St. Falls 59401
Gary & Diane Fubinski 1128 18th Ave SE, Gt. Falls, MT 59404
Ken & Jila Beck 1124 - 18th Ave S. St. Falls, MT 59404
Bob & Dee Haddock 1922 2 Ave N Gt. Falls, MT 59401
Alan L. Price 422 15th St. So. G. F. MT 59405
Rita and Gary Franklin 4428 6th Ave So. Gt. Falls, MT. 59405
Marlene A. Jacobsen 3229 3rd Ave So. Gt. Falls, MT. 59405
Vivie & Larry Meyer 86 Elk Dr. Gt. Falls, MT 59404

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1987 Montana State Legislature

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Sincerely yours,

Ronald Anita Running / 1308 14th St. SW / Jt. Falls 594
FRED + PEGGY WARDINSKY 2757 Greenbriar - Great Falls
Dan + Joan Roda / 2750 Greenbriar Dr Great Falls, MT
Legis. Lutheran Steuffer 1124 22 Ave SW Great Falls, MT

Page 2 Re: The Office of Public Instruction Position of Gifted Education
Coordinator

Francis + Loyde Fanning - 2749, Timberline St. Falls 59404

Bill + Carol Endel 2209 Bush Drive 41 Falls, MT
59404

Gary + Diane Franklin 1128 8th Ave SW 9th Falls, MT 59404

Ken + Lila Deck 1124 - 18th Ave SE 9th Falls, MT 59404

Bob + Dee Haddock 1922 2 Ave N. 9th Falls, MT. 59401.

John L. Price 422 15th St. So. S.F. MT 59405

Gary and Rita Franklin 4428 6th Ave. So. 9th Falls, MT. 59405

Marlene A. Jacobson 3229 3rd Ave So. 9th Falls, MT. 59405

Vivie and Jerry Mager 86 Elk. Dr. Great Falls MT 59404

January 22, 1987

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1987 Montana State Legislature

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Sincerely yours,

Fred & Peggy Wardinsky 2757 Greenbriar Dr. 761-2361

*Janey & Danny Mott
1300 124th Ave SW
Great Falls, Mt 59404*

Fred & Peggy A. Wardinsky - 2757 Greenbriar Dr. 761-236,
Great Falls.

Clayde & Francis Fanning - 2749 Greenbriar Dr., Gt. Falls

Ron & Anita Ranning / 1308 14th St. SW / Gt. Falls

Dore & Helen Eichel 2209 Beech Dr. 59404
Gt. Falls, MT
59404

Don & Joan Roda / 2750 Greenbriar Dr. Great Falls, Mt.

Gary & Diane Fulwider 1128 18th Ave SW Gt Falls, MT 59404

Ken & Lila Beck 1124 - 18th Ave. S. St. Great Falls, MT 59404

Bob & Dee Haddock 1922 - Ave N. Gt. Falls, MT 59401

John L. Price 422 15th St. So. Gt. F. MT 59405

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Marlene A. Jacobsen 3229 3rd Av So. Gt. Falls, MT. 59405

Denny and Vickie Meggin 86 Elk Dr, Great Falls, MT. 59404

January 22, 1987

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1987 Montana State Legislature

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Position of Gifted Education Coordinator

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Nancy Lukenbill's office provides crucial inservice training to classroom teachers throughout the state and serves as a central location by which gifted and talented information is distributed. Her office is also used as a resource to school districts.

We strongly feel that gifted/talented programs serve a vital function in meeting the needs of Montana's gifted/talented students in the public schools; in all likelihood these needs would not be taken care of in the regular curriculum.

The intricacies of directing gifted/talented programs are many and varied, and the direction provided by Ms. Lukenbill, through her position of OPI coordinator, is invaluable to school districts in the state.

Montana's youth of today will become the citizens of tomorrow. Gifted/talented programs and special teacher training by Ms. Lukenbill's office provide a means by which our children will be better prepared for a demanding and complex future.

It is our sincere hope that the House Appropriations Committee will give their serious consideration and positive support for the position of Office of Public Instruction Gifted Education Coordinator.

Sincerely yours,

Leg. Liaison, Stuffer, 1124 32nd Ave SW Great Falls
Theresa + Kylene Tanning, 2749 Standish - Gt. Falls
Fred & Peggy Wardinsky 2757 Greenbriar Dr. 761-2561 Gt. Falls
Dan & Sherry Mott 1200 54th Ave SW 727-5066 Gt. Falls

Ronald Anita Ronning / 1308 14th St SW
Gt. Falls, Mont 59404

Bruce Emil + Coleen Emil 2209 Beal Dr.
Great Falls Mt 59404

Dan + Joan Koda / 2750 Benton Dr. Great Falls, Mt
Gary + Diane Falsford 1128 18th Ave SW Gt Falls, Mt 59405
Ken + Lila Beck 1124 - 18th Ave S.W., Great Falls, Mt. 59405
Bob + Dee Huddock 1922 2 Ave N. Gt. Falls, Mt. 59401
Jean L. Price 422 15th St. SE. G.F. Mt 59405
Rita and Gary Franklin 4428 6th Ave So. Gt. Falls, Mt, 59405
Great Falls, Mt. 59405 - Marlene A. Jacobson - 3229 3rd Ave So.
Derry and Vicki Megin 86 Elk Dr. Great Falls, MT 59404

January 22, 1987

To: Members of the House Appropriations Committee
1987 Montana State Legislature

Re: The Office of Public Instruction
Position of Gifted Education Coordinator

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FRED & PEGGY WAROINSKY 2757 Greenbriar GREAT FALLS 59404
Ron & Anita Renning / 1308 4th St. SW / Gt. Falls
Francis & Floppy Fanning 2749 Greenbriar Dr. Great Falls, Mont. 59404
Don & Joan Cook / 2150 Greenbriar Dr. Great Falls, Mont.

Ray and Lillian Stauffer 1124 22 Ave SW, Great Falls, MT 59404
Henry & Henry Mott 1300 21st Ave SW, Great Falls, MT 59404

Bess & Helen Essel 2209 Birch Dr SE, Falls, MT 59404
Gary & Diane Finkbeiner 1128 18th Ave SW, Great Falls, MT 59404
Ken & John Beck 1124-18th Ave SE, Great Falls, MT 59404
Bob & Dee Haddock 1922 2 Ave N. Great Falls, MT 59401
John L. Price 422 15 St. SE, G.F. MT 59405
Gary and Ruth Franklin 4428 6th Ave, So. Great Falls, MT 59405
Marlene A. Jacobsen 3229 3rd Ave So, Great Falls, MT 59405
Henry & Vickie Maguire 86 Elk Dr. - Great Falls, MT, 59404

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*Dan + Joan Roda / 2750 Greenbriar Dr. Great Falls,
Kaye Ruthann Stauffer / 1124 22 Ave SW Great Falls, MT
FRED + PEGGY WAROMSKY 2757 Greenbriar Great Falls
Harriet + Sheryl Fanning 2749 Greenbriar Dr. Great Falls, MT*

Page 2 Re: The Office of Public Instruction Position of Gifted Education
Coordinator

Darryl & Sherry Dwyer 1200 24th Ave SE At Falls
Ron and Anita Kanning 1308 14th St. SW
Gt. Falls 59404

Bill & Coleen Eidel 2209 Beech Dr 59404

Gary & Anne Trinstad 1128 18th Ave SW Gt Falls, MT 59404

Ken & Lela Beck 1124 18th Ave S.E., Gt Falls, MT 59404

Bob & Dee Huddlock 1922 2 Ave N. at Falls Mt. 59401

Jan L. Price 422 15th St. So., D.F., MT 59403

Gary and Ruth Franklin 4428 6th Ave. So. Gt. Falls, MT. 59405

Marlene A. Jacobsen 3229 3rd Ave So. Great Falls, MT 59405

Urbie & Betty McGuire 86 Elk Dr. Great Falls MT 59401

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Dan + Joan Loda / 2750 Greenbriar Dr. Great Falls, MT
Lay + Luthann Stauffer, 1124 22nd St. Great Falls, MT
FRED + Peggy WAROINSKY 2757 Greenbriar Great Falls
Francis + Joyce Penning 7249 Greenbriar Dr. Great Falls
Larry + Shirley Mott 1200 24th Ave SW Great Falls

Kon^{rs} Anita Konning 11308 14th St. SW
Gt. Falls, 59404

Bill & Coleen Eidel 2209 Beech Dr. 59401

Brian & Gary Fubert 1138 18th Ave SW, Gt Falls, MT 59404

Ken & Lila Beck 1124-18th Ave S.E., Gt Falls, MT 59401

Bob & Dee Haddock 1922 2 Ave. N Gt. Falls, MT 59401

Jan L. Price 422 15th St. So. M. F. MT 59403

Gary and Ruth Franklin 9428 6th Ave. SE, Gt. Falls, MT 59405

Marlene A. Jacobsen 3729 3rd Ave So Gt. Falls, MT 59401

Vivian & Harry McGinnis 86 Elk Dr. Gt. Falls MT 59401

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*Fred & Peggy Wardinsky 2157 Quentian Dr. 761-2361
Sam & Sherry Mott 1200 24th Ave SW 727-8066*

Ron and Anita Ronning / 1308 44th St. SW
Gt. Falls 59404
Bever + Helen Eisel 2209 Sweet Dr
Great Falls, MT 59404

Don + Joan Roda / 2750 Greenbriar Dr. Great Falls, MT.

Ray + Lillian Stauffer 1124 22 Ave SW Great Falls,
MT
Gary + Diane Fubert 1128 18th Ave SW Gt Falls, MT 59404
Ken + Lela Beck 1124 - 18th Ave SW, Gt. Falls, MT 59404
Bob + Dee Hudbrook 1922 2 Ave N. Gt Falls, MT.
Glen Price 422 15th St. SW. G. F. MT 59405 59401.

Gary and Ruth Franklin 4428 6th Ave. SW. Gt. Falls, MT. 59405
Marlene A. Jacobsen 3229 3rd Av. S. Great Falls, MT 59404
Jerry + Vicki Meyers 86 Elk Dr. Great Falls, MT. 59404

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Ray and Ruthann Stauffer, 1124 22nd Ave. S.W. Great Falls
Ron & Anita Ronning / 1308 14th St. SW / Gt. Falls 59404
Francine & Floyd Fanning 2749 Greenbriar Dr. Gt. Falls 59404
FRED + Peggy WARDINSKY 2757 Greenbriar Great Falls
Don + Joan Roda / 2750 Greenbriar Dr. Great Falls, Mt

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Darryl & Sherry Mott 1200 24th Ave S.W. St. Louis

Bill & Colleen Eidel 2209 Birch Dr. 59404

Gary & Diane Johnson 1128 18th Ave SW Gt Falls, MT. 59404

Ken & Lila Beck 1124-18th Ave S.W. Gt. Falls 414 59404

Bob & Dee Haddock 1922 2 Ave N. Gt. Falls, MT. 59401

Jan L. Brice 422 15th St. So., G.F., MT 59403

Gary and Ruth Franklin 4428 6th Ave. So. Gt. Falls, MT. 59405

Marlene G. Jacobsen 3229 3rd Ave So. Gt. Falls, MT. 59405

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Lynne Lukenbill / 1124 22 Ave SW West Falls
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Ron & Anita Ronning / 1308 4th St. SW / Gt. Falls 59404
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Gary & Sherry Rota 1200 2nd Ave SW St. Falls
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